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THE DEVELOPMENT OF BEHAVIOR DIMENSIONS FOR EMOTIONALLY DISTURBED CHILDREN--A STUDY OF RELEVANT INDICATORS FOR CLASSROOM TECHNIQUES, THERAPIES METHODS, AND PROGNOSIS. INTERIM REPORT.

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DESCRIPTORS- *EXCEPTIONAL CHILD RESEARCH, *TESTS, *EMOTIONALLY DISTURBED, *BEHAVIOR, *IDENTIFICATION, TEACHERS, BEHAVIOR RATING SCALES, CASE STUDIES (EDUCATION), TAXONOMY, PARENTS, PARENT REACTION, PARENT CHILD RELATIONSHIP, CHILDREN, TEST RELIABILITY, TEST VALIDITY, CLINICAL DIAGNOSIS, RESEARCH PROJECTS, TEST CONSTRUCTION, EDUCATIONAL METHODS, TESTING, EVALUATION METHODS, EMOTIONAL MALADJUSTMENT, SCALE ON PROCEDURES IN DEALING WITH CHILDREN, RATING/RANKING SCALE OF CHILD BEHAVIOR, PARENT PRACTICES INVENTORY,

FOUR INSTRUMENTS WERE DEVELOPED AND STANDARDIZED TO MEASURE EARLY EXPERIENCE, CURRENT BEHAVIOR, TREATMENT APPROACHES, AND PROGNOSIS OF EMOTIONALLY DISTURBED CHILDREN--THE RATING/RANKING SCALE OF CHILD BEHAVIOR (R/R SCALE), THE PARENT PRACTICES INVENTORY (PPI), THE SCALE ON PROCEDURES IN DEALING WITH CHILDREN (PDC), AND THE CHILD HISTORY CODE (CHC). SIXTY-THREE RATERS COMPLETED THE 125-ITEM R/R SCALE ON GROUPS OF THREE TO NINE EMOTIONALLY DISTURBED CHILDREN (TOTAL 109) WITH WHOM THEY HAD HAD DAILY CONTACT FOR AT LEAST 3 WEEKS. THE AVERAGE CORRELATION RATIO OF THE INDIVIDUAL ITEMS WAS .68, AND THE MEAN INTRACLASS CORRELATION WAS .30. HOWEVER, THIS INDEX OF RELIABILITY IS MORE STRINGENT, SINCE THE FORMULA CORRECTS FOR ERROR BETWEEN JUDGES AND THE RESIDUAL ERROR. IN ANALYZING THE PPI FOR RELIABILITY, THE TEST, WHICH WAS CODED AND REFINED TO ASSESS PARENT METHODS AND VALUES THROUGH THREE DRAFTS, WAS GIVEN TO BOTH PARENTS OF ONE NORMAL AND SIX DISTURBED CHILDREN AND TO THE MOTHERS ONLY OF TWO DISTURBED CHILDREN. THE MEAN PERCENT OF ABSOLUTE AGREEMENT FROM TEST TO RETEST WAS 41 PERCENT. THE APPROXIMATE PERCENT OF AGREEMENT WAS WITHIN 2 POINTS FOR 11 POINT SCALES, WITHIN 1 POINT OR LESS FOR OTHER SCALES. THE MEAN APPROXIMATE PERCENT OF AGREEMENT WAS 74. THE PDC, A MEASURE OF TREATMENT VARIABLES, WAS DEVELOPED THROUGH SIX DRAFTS BY OBSERVING AND CONSULTING WORKERS WITH DISTURBED CHILDREN. THE INTRAJUDGE RELIABILITY ON THE THREE SECTIONS (ONE WITH TWO SUBSECTIONS) RANGED FROM 66 TO 85 PERCENT. THE AVERAGE PERCENT OF AGREEMENT BETWEEN TEACHERS AND OBSERVERS RANGED FROM 49 TO 68 FOR EACH SECTION OF THE TEST. TO MAXIMIZE RELIABILITY, THE PDC WILL BE GIVEN BY SPECIALLY TRAINED PROCTORS AND THE R/R SCALE WILL BE ADMINISTERED FIRST. THE LAST INSTRUMENT, THE CHC, WAS DIVIDED INTO TWO PARTS, ONE TO BE COMPLETED FROM THE FILES AND THE OTHER BY THE PARENTS. ADDITIONAL STATISTICAL ANALYSES WILL BE PUBLISHED. FINAL DATA COLLECTED ON 456 EMOTIONALLY DISTURBED CHILDREN, 36 ORGANICALLY IMPAIRED CHILDREN, AND 507 PARENTS WILL BE EVALUATED IN THE FUTURE. A 12-MONTH POST ASSESSMENT SCALE IS BEING DEVELOPED FOR FOLLOWUP STUDIES. COMPARISON DATA WILL BE GATHERED ON NORMAL CHILDREN. A REPORT ON THE FINAL BEHAVIOR CLASSIFICATION SCHEMES FOR USE BY TEACHERS OF

EMOTIONALLY DISTURBED CHILDREN WILL BE PREPARED. FOUR SPLINTER STUDIES ARE CITED. NINE APPENDIXES INCLUDE COPIES OF AND SCORING PROCEDURES FOR THE TEST INSTRUMENTS.

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THE DEVELOPMENT OF BEHAVIOR DIMENSIONS FOR EMOTIONALLY DISTURBED CHILDREN: A Study of Relevant Indicators For Classroom Techniques, Therapeutic Methods, And Prognosis

July 1967

U.S. DEPARTMENT OF
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The Development of Behavior Dimensions for Emotionally Disturbed Children: A Study of Relevant Indicators for Classroom Techniques, Therapeutic Methods, and Prognosis

Project No. 2003
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Problem

The general problem of this proposed project is to identify and bring into practical classroom application the relevant dimensions of emotional disturbance which a teacher can use in order to decide what teaching and interpersonal approach can best be taken with a particular child.

It is currently well recognized that in any classroom situation the goals are better accomplished if individual differences among children are taken into account. It is also recognized that emotional disturbance is not a handicap of a homogeneous nature; instead, the behavior and emotional needs of disturbed children vary widely. From general observation it is known that some teachers and therapists have a gift for identifying the individual approach which will assist a particular child to move ahead in his classroom learning and his social adjustment. The present investigation is intended to delineate systematically these understandings and make them applicable to any classroom for the emotionally disturbed. The project is a significant area of concern -- it attempts to identify and extend knowledge which until now has been approached primarily through the unverbalized and unsystematized arts of teaching and child psychotherapy.

Objectives

The objectives may be summarized as follows:

(1) To develop instruments for measuring relevant variables concerning (a) early experience, (b) current behavior, (c) treatment approaches, and (d) prognosis.

(2) The refinement and the establishment of reliability of these instruments.

(3) The collection of data on emotionally disturbed and normal children from their parents, their teachers, etc.

(4) The collection of "outcome" data one year hence.

(5) The intercorrelation, factor analysis, rotation, and other analyses of these data. The replication of

data analyses on separate samples in order to affirm the validity of the various relationships which emerge.

(6) The preparation of a report of the final behavior classification schemes for use by teachers of emotionally disturbed children.

Of the objectives, the ones yet to be met are (4), (5), and (6).

Background information

Related research with the greatest bearing upon the present problem has been the historic development of behavior classifications and diagnostic systems. With mental illness and mental retardation, certain landmarks are identifiable. Kraepelin's classification of mental illness in the 1890's allowed differential treatment of the insane, the mentally retarded, and the criminal. In the 1940's and 1950's, Wittenborn, Lorr, and others applied the mathematical techniques of factor analysis to the classification of mental disorders. These studies supported some of the clinical conclusions of Kraepelin. More important, the quantitative techniques were shown to account for more information and to refine constructs beyond what was possible by clinical observation. Even so, however, the new versions of diagnostic categories were not dramatically useful for understanding etiology, treatment, and prognosis. For this reason, Zigler and Phillips state that classification systems of emotional disturbance should have denotable relevance to treatment and prognosis as well as etiology.

The classification of emotional disturbance in children has been more recent but so far has met with similarly limited success. In the 1940's Kanner and Bender, as clinicians, each began to attend seriously to the classification of disturbed children. From the educational and clinical management of children the dimension of acting-out vs. withdrawn-psychotic has emerged. Shipe has recently developed a two-dimensional rating scale to evaluate children along this dimension. Dreger, Patterson, Spivack, and finally Achenbach have factor analyzed behavioral data in order to arrive at classes of emotional disturbance.

While their sources of behavioral data were different, the categories they identified were highly comparable. Among other things, their results indicated more than one kind of acting-out activity and more than one kind of withdrawn or psychotic activity. In the present project factor analyses of the Shipe Scale and the Rating/Ranking Scale support the findings of the previous investigators. Yet, people working in classrooms and therapy rooms with the emotionally disturbed have not seized upon these precisely derived classification systems for assistance in their work.

Thus, a basic argument emerges for the present project; diagnostic categories of emotionally disturbed children should relate to what is done with them in educational and therapeutic treatment. Furthermore, formal systems of diagnostic behavior classification should not precede but instead should be the product of the study of etiology, treatment, and prognosis in relation to current behavior. After 2½ years, the present project remains the only one known to the authors which has this approach to the classification of emotional disturbance.

Work already completed on the project

In brief, the philosophy of science framework for the research work, the development of the basic data collection instruments, the establishment of their reliability, the consultation with other persons in the field, the nationwide collection of data, the preliminary planning of the statistical analyses, and the completion of several "splinter studies" stimulated by the project have been completed.

Philosophy of science. The paradigm of this study consists in developing diagnostic categories on the basis of (1) antecedent factors, (2) current factors, (3) treatment, and (4) prognosis. From the beginning the principal investigator has been aware that this paradigm could be applied as well to such problems as individual differences in the classroom and diagnostic formulations throughout medicine. To our knowledge, no one has used this paradigm as stated here. If the paradigm is successful in the present research, it would have promise for application to any area where classification constructs are needed. The philosophy of science position has been outlined in the first publication of the project. This publication (Cromwell & Davis, 1965) is in Appendix A.

__The Rating/Ranking Scale of Child Behavior (R/R Scale)__. While the goal of the present project is to go beyond behavior description in developing useful classifications, the assessment of current behavior is still recognized as the central base onto which the historical, treatment, and outcome data would become related. Therefore, much attention was given to the development of the Rating/Ranking Scale of Child Behavior. The rationale, construction, and the major part of the reliability data for this scale are described in the latter part of the article by Cromwell and Davis (1965).

Subsequent to this publication, Rating/Ranking Scales were collected on 109 emotionally disturbed children from the following cooperating centers:

Cumberland House Elementary School
Nashville, Tennessee

Wright School
Durham, North Carolina

Astor Home
Rhinebeck, New York

Wills Center, Vanderbilt Medical Center
Nashville, Tennessee

A total of 63 raters completed the Rating/Ranking Scale on groups of three to nine children with whom they had regular daily contact for at least the past three weeks and who had been at the center for the past six weeks or more. The average correlation ratio of the individual items of the 125-item scale was .68. The correlation ratios ranged from .51 to .84. Intraclass correlations were run on the same data. The mean intraclass correlation was .30 and the range was -.01 to .59. It will be noted that this index of reliability is more stringent, since the formula corrects for error between judges and the residual error.

The same data was then intercorrelated, factored by principal axis factor analysis, and 24 factors (whose eigenvectors were greater than 1.00) were rotated by a varimax rotation program. The report of this analysis is being prepared for publication.

The statistical consultants on the Rating/Ranking Scale analysis were Raymond C. Norris and James S. Terwilliger. A copy of the Rating/Ranking Scale, used in final data collection, is in Appendix B.

The Parent Practices Inventory (PPI). In contrast to the R/R Scale, the development of the PPI was derived from two theoretical frameworks.

The first part of the scale was constructed from reinforcement learning theory principles which are relevant to child rearing (described earlier by the principal investigator (Cromwell, 1961)). In this part, parents were asked to report information concerning kind of positive reinforcement given, when it is given, kind of negative reinforcement given, when it is given, balance of positive vs. negative reinforcement, delay (latency) in reinforcement, extent of partial reinforcement, consistency of reinforcement (parent-to-parent, sibling-to-sibling, situation-to-situation, word-to-action), amount of verbalization and reasoning with reinforcement, amount and kind of reinforcement after a child has been punished and then corrects his own behavior, and positive reinforcement (affection) independent of what behavior has been displayed.

The latter part of the PPI assesses the relative importance of values held by the parents concerning the rearing of children. These include education, behavior in public, punctuality, self-care, cleanliness, manners, affection, aggression, sex, social status of companions, special talents, obedience, honesty, and curiosity.

In constructing the scale, it was recognized that parents are not as aware of their techniques as much as their values in child rearing. Following the work of Blumenthal, it is assumed that parents' reports will not have a one-to-one relationship to what actually occurs but that predictive value is nevertheless obtained from this type of information. Ideally, an investigation of parent child-rearing practices should include both report and observation; however, the scope and support of the present project does not allow this twofold study.

The scale was refined and redrafted by parents of emotionally disturbed children through the assistance of Miss Charlotte Cook, a former teacher-counselor at Project Re-ed. A codebook was written in order to allow the common-sense level language of the questionnaire to be translated into theoretically relevant and quantifiable variables.

The PPI was then subjected to reliability analyses. It was administered to 14 sets of parents with a disturbed child and one set of parents with a nondisturbed child. Retests were also obtained from both parents of one disturbed and the one nondisturbed child. The distribution of responses for each item was examined. Items which had no variability in parents' answers were deleted, and some new items were added. Dr. James S. Terwilliger was consulted on formulas for correlating overlapping items (e.g., paired comparisons), on consistency checks in the scale, and on the construction of paired comparisons for the values section.

The final draft of the PPI was administered to parents of children at Cumberland House, Fairfax Academy, and Wills Center. Retests were given to both parents of one normal and six disturbed children and to the mothers only of two disturbed children. The retests were completed two to six weeks after the first scales were completed. The responses of the pairs of parents were combined as indicated by the codebook. The mean per cent of absolute agreement from test to retest for the coded variables was 41% with a range from 36% to 47%. The approximate per cent of agreement was computed as follows: within two points for 11 point scales, within one point or less for other scales. The mean approximate per cent of agreement from test to retest was 74% with a range from 64% to 82%.

Interparent agreement was not computed since this variable is built into the codebook scoring of the PPI when data from both parents are available.

The PPI is included as Appendix C. The codebook for the PPI is included as Appendix D.

The Scale on Procedures in Dealing with Children (PDC). The instrument to measure the treatment variables was developed primarily by Miss Joan M. Held with the supervision of the principal investigator. Three different aspects of treatment were conceptualized and incorporated into the three sections of the scale. First, the overall milieu, setting, and type of treatment philosophy are assessed. This includes information about collateral treatment, such as the involvement of parents and others. Second, the reaction of workers to specific problem behaviors was viewed by us as the core of information which has the greatest treatment effect. Third, it is apparent that the teacher and therapist do not always see their first attempts in dealing with a child's disturbed behavior as satisfactory. There are changes of techniques within short periods of time. Therefore, the sequence of procedures in dealing with a child was assessed.

Except for one project currently supported by the Division of Handicapped Children, U. S. Office of Education, the investigators know of no systematic attempt to classify responses of people who try to deal with the behavior of disturbed children. (Research on therapists' responses in psychotherapy and on parent child-rearing procedures perhaps comes the closest.) Consequently, there is no commonly accepted language to describe inclusively the categories of response of people who deal with child behavior. In great part, the energies in developing the PDC were directed toward deriving such a classification system.

In contrast to the theoretically derived PPI, the PDC was developed primarily by observing workers with emotionally disturbed children. Interviews with workers and a review of the literature also contributed. In the initial observational work, five different centers for the emotionally disturbed were visited. These included two day schools, two hospital settings, and one educationally-oriented residential center. Time samples were made by seven project staff members on 17 different children. In addition, extensive observations were made by two people from the residential center who were not on the project staff. From the observational notes, the first draft of the PDC was made. Eight people examined the draft for clarity and content coverage. The criticisms led to the development of the second draft. This draft, together with an answer book, was given to professional people in child clinical psychology and psychiatry to evaluate. Their comments and suggestions led to a third draft. Then, three people, highly experienced with emotionally disturbed children (two teachers, one psychologist), were contracted to spend an extensive amount of time in examination and criticism of the draft. A fourth draft was prepared from their comments. This draft was administered to two teacher-counselors, two aides, and one psychiatrist. They completed the scale on different children. Independently, two trained observers completed it on the same children. Suggestions and interjudge agreement data gave the basis for a fifth draft. Two weeks later one of the aides and the two teacher-counselors completed the scale on the same children again. Minor changes were made at this time, and the final (sixth) draft was completed.

The reliability analysis of the final draft was then pursued. Besides intrajudge and interjudge reliability, validity data was collected wherein a technician observed a teacher handling children and both of them completed the PDC regarding how the teacher dealt with the children.

The intrajudge reliability may be described as follows. In section IA, the test-retest agreement on the 27 items was 85% for the 70 rater-rater-child combinations. In section IB, the average test-retest agreement of the seven items for 70 rater-rater-child combinations was 32% (absolute) and 85% (± 1 ordinal position tolerance). In section II, the average test-retest agreement of the 13 items was 67% for the 70 combinations. The average total test-retest agreement on each item ranged from 60% to 84%. When 117 correlations were computed for the 13 items by 9 categories (N=27 to 44), the average test-retest correlation was .46. These correlations ranged from .24 to

.59. When items were combined to compute a test-retest correlation for each category of PDC response, the correlations ranged from .30 to .64 with an average of .46. In section III, the test-retest agreement of the five items was 66% for the 70 rater-rater-child combinations. The total agreement for each item was 71%, 72%, 68%, 69%, and 54%, respectively.

The interjudge reliability analysis has not yet been scored and computed.

One aspect of validity was assessed by comparing the independent ratings of how teachers and outside observers felt the teachers dealt with the children. In section IA, a correlation involving the 27 items was computed for each teacher-technician pair. The average of these 11 product moment correlations was .44. The correlations ranged from .13 to .61. When percentage of agreement between teacher and observer was computed on an item by item basis, an average of 68% of the pairs was found to agree with each other regarding how the child was treated. The range of teacher-observer agreement from item to item was 40% to 81%. In section IB, the agreement of the 11 teacher and observer pairs on each item ranged from 36% to 67% among the 7 items. The average was 54%. In section II, the agreement of the 11 teacher-observer pairs on each item ranged from 36% to 74% among the 13 items. The average was 50%. Correlations of teacher and observer for each category within each item were also computed. There items ranged from -.96 to +.86 in the 85 teacher-observer correlations. In section III, the agreement of the 11 teacher-observer pairs on each item ranged from 32% to 71% among the five items. The average was 49%.

Since this pilot data was collected, two changes have been made to maximize the reliability of the PDC variables. Child workers with less education were observed to take longer to complete the PDC. Everyone seemed to find the PDC the more difficult scale. Therefore, it was decided that for the final data collection the PDC should be given only by specially trained proctors who could give immediate clarification on procedures. Second, it was decided that the R/R Scale should be given first and that the raters be given the standard list of definitions of procedures to study during the evening prior to completing the PDC. The completion of the PDC has been found to go more smoothly and quickly with these changes. Therefore, it is possible that the reliability of the final PDC data will be higher than in the pilot data.

In summary, the individual item reliability and validity from the pilot data are found to be comparable to other paper and pencil scales. Since this is the first attempt to develop a scale of this kind, reliability and validity data could be expected to improve with further scale development. Also, when items are combined into variables (subscales) for the final project analysis, the reliabilities of the variables will be expected to exceed the reliabilities of the individual items which constitute them. This has not yet been done.

The PDC is included as Appendix E. The answer book is included as Appendix F. The standard list of definitions of procedures is included as Appendix G.

Child History Code (CHC), Parts A and B. The social demographic information in the case files is collected so as to facilitate efficient coding, storage, and analysis. These data are referred to as the Child History Code. Since its original construction, it has been learned that parents can quickly and easily answer certain questions which would require an extended file-search. Therefore, the CHC was divided into two parts, one to be completed from the files and the other by the parents. After this, some errors were corrected in the Toops addend method and a few additional items were added.

The CHC Part A is included as Appendix H. The CHC Part B is included as Appendix I.

Symposia. During the development of scales for the project, a group of consultants were invited to Nashville to advise on the procedures and to present their own research in a symposium. This symposium was held at Peabody College and the papers are being prepared for publication in a monograph on behavior classification in children and youth. The participants were Ralph Dreger, Gerald Patterson, George Spivack, and Ralph Colvin.

Another symposium on behavior classification in children and youth was held at the CEC meeting in Portland, Oregon, with the principal investigator of this project as chairman. The participants were David Hunt, Marguerite Warren, and Dan Davis. The paper by Davis was a report of the present project. This symposium also contributed to the monograph being prepared for publication:

Classification of Deviant Children and Youth

Chapter 1. Introduction. Rue L. Cromwell

Chapter 2. BCP: The Behavior Classification Project and binary coded pitfalls. Ralph Mason Dreger

Chapter 3. Some problems involved in the classification of deviant children. Gerald Patterson

Chapter 4. The Devereux Child Behavior Rating Scale: Its development, problems, and headaches. George Spivack

Chapter 5. Developmental change in culturally disadvantaged children and its implication for differential treatment. David E. Hunt

Chapter 6. Implications of a typology of delinquents for measures of behavior change: A plea for complexity. Marguerite Q. Warren

Chapter 7. Behavior classification of emotionally disturbed children. Rue L. Cromwell and Dan Davis

Final data collection phase. After the R/R, PPI, PDC, and CHC were developed, final reliability data was collected insofar as the time schedule of the project would permit. Then the project went into its final data collection phase. Data were collected on 456 emotionally disturbed children, 36 organically impaired children, and 507 parents. These data were collected in the following 19 schools and centers.

Cumberland House Elementary School
Nashville, Tennessee

Wills Center, Vanderbilt Medical School
Nashville, Tennessee

Fairfax Academy
Nashville, Tennessee

Thistletown Hospital
Rexdale, Ontario, Canada

Murdoch Center
Butner, North Carolina

Wright School
Durham, North Carolina

Rochester State Hospital
Rochester, New York

Children's Day Treatment Center and School
New York, New York

League School
Brooklyn, New York

Hickory Hall Day School
Nashville, Tennessee

Astor Home
Rhinebeck, New York

Pressley House
Pittsburgh, Pennsylvania

Home for Crippled Children
Pittsburgh, Pennsylvania

Diocesan Catholic Children's Home
Fort Mitchell, Kentucky

Warner Elementary School
Nashville, Tennessee

Sonoma State Hospital
Eldridge, California

University of California at Los Angeles
(Lovaas' project on autistic children)
Los Angeles, California

University of Texas Medical Branch
Galveston, Texas

Linwood Children's Center
Ellicott City, Maryland

Almost all the data were collected by the project staff who were trained to administer and proctor the materials. In some cases, small amounts of data were obtained by workers at the centers and mailed to us later because it was not available at the time of our visit.

Splinter studies. In addition to one preliminary publication and the symposium monograph on behavior classification, other studies on emotional disturbance have been conducted and published. Since a project of this nature has an uneven workload from week to week, it becomes an efficient and meaningful plan to engage the trained staff in "splinter projects" in the general area of emotional disturbance. In particular, our efforts have been devoted to defining more clearly the link between childhood emotional disturbance, the predisposing (premorbid) factor of adult disturbance, and the nature of adult disturbance itself. These splinter studies emerged naturally as (1) they were stimulated by the thinking required for the present project, and (2) they serve to identify new parameters for the research project. In cases where necessary, apparatus has been secured or is being secured to conduct perceptual, learning, language, and information processing studies. These studies have led to four papers read at conventions by Dan Davis (size estimation), John Neale (size estimation), Rue L. Cromwell (perception), and Joan M. Held (premorbid factors). The following articles have been published.

1. Shipe, Dorothy, Cromwell, R. L., & Dunn, L. M. Responses of emotionally disturbed and nondisturbed retardates

to PPVT items of human vs. nonhuman content. *Journal of Consulting Psychology*, 1966, *30*, 439-443.

2. Webb, W. W., Davis, D., & Cromwell, R. L. Size estimation as a function of thematic content of stimuli. *Journal of Nervous and Mental Disease*, 1966, *143*, 252-255.

3. Davis, D., Cromwell, R. L., & Held, Joan M. Size estimation in emotionally disturbed children and schizophrenic adults. *Journal of Abnormal Psychology*, in press.

4. Neale, J. M., & Cromwell, R. L. Size estimation as a function of stimulus presentation time. *Journal of Abnormal Psychology*, in press.

Work to be completed on the project

For the completion of the project, the following steps must be completed: (a) the Twelve-Month Post-Assessment Scale (12PA) must be completed, (b) the 12-month post-assessment data must be collected by telephone and by correspondence, (c) comparison data on normal children must be collected, (d) the data must be analyzed, and (e) the final reports of the project must be prepared for publication.

Twelve-Month Post-Assessment Scale (12PA). The prognosis scale, to be used in the 12-month follow-up on all cases, is now being developed. This will be a short scale which can be completed by telephone or correspondence with people who can assess the changes in the child since the period of initial data collection. Instead of relying on a single index of improvement, the child's behavior change will be considered with respect to his major life settings (home, school, neighborhood, treatment center) and with the major persons in these settings. Also, the degree of fluctuation in the child's adjustment over the 12 months will be assessed.

Dr. Laura Weinstein and Mrs. Evelyn Cromwell, who have gained extensive experience in follow-up work at Project Re-ed, will be consulted in the development of this scale.

Twelve-month post-assessment data collection. Since the expense of visiting the children in their homes and various institutions would be too great, the data collection on the 12PA will be done through identifying individuals who knew the child and his behavior while in the institution where he was evaluated, have knowledge of his behavior twelve months later, and can describe the changes observed. These individuals (parents, child workers, social workers) will be given the 12PA by telephone and by correspondence.

Comparison data on normal children. The major research goals of this project, i.e., to develop useful diagnostic categories for emotionally disturbed children, do not require a control group. However, certain other questions arise where the comparison data from a normal control group would be necessary. For example, (1) Do emotionally disturbed and normal children have the same factorial structure in behavior as reported on the Rating/Ranking Scale? (2) Do patterns of parent practices with emotionally disturbed children differ from those with normal children? (3) Do the procedures for dealing with emotionally disturbed children differ from those carried out for normal children?

Normal children will be examined in groups from classrooms, camps, and/or residential schools in a manner similar to the data collection for emotionally disturbed children.

Analysis of data. The data scoring and analysis has been and will be proceeding in the following fashion: each of the various scales is scored according to a codebook which identifies the relevant variable and the method of translating it into quantifiable form. The ratings of various raters on the R/R Scale are collapsed so as to correct for regression to the mean. After the data has been reduced so that each child has one score on every variable, various procedures will be completed to approach the final factor analysis. Each scale will have a preliminary factor analysis. Subscales will be developed by cluster analysis and by factors which have distinctly high loadings on particular instruments. The subscales will enter into a final factor analysis. In order to place emphasis upon the prognostic aspects of the categories to be derived, the 12PA will be treated separately from the other variables by a sequence of factor analysis and extended factor analysis. Discriminant analysis, canonical correlation, and ghost vectoring will be used in order to identify certain predictive values of the factors. As an empirical exploration, an item factor analysis with all variables may be carried out to see how it relates to the procedures just described.

The theoretical issues involved in the statistical analysis involve the proper method of factor analysis of data when about 500 variables have been measured on about 500 subjects. With sample sizes this large, theoretical statisticians disagree upon whether the ratio of subjects to variables is an important one. What is important, however, is that the variables entering the final matrix be as reliable as possible. Therefore, collapsing each scale into subscales through preliminary factor analyses is the primary approach. Splitting the sample prior to each factor analysis in order to determine if factors emerge in the same way in the split sample is another important procedure. The relationship of the number of variables to the number of factors is another important issue, since overfactoring will yield unreliable factors which may appear interpretable. Since no one method of determining the number of factors in a matrix has been uniformly accepted, the present factor analyses will be done in parallel with a matrix of random data. With this comparison available, the factoring will be terminated when the eigenvectors of the real data drop to the level of that for the random data. Still another issue, unique to this project, concerns the importance of the prognostic variables. If a final factor is to be maximally useful as a diagnostic category, it must have a maximal loading on the prognostic variables. In other words, the factor should be useful in indicating that "if children have this kind of behavior pattern and this kind of child rearing, then this kind of treatment approach is associated with this kind of prognosis." In short, the factor has limited practical utility unless it is relevant to treatment and prognosis. The various techniques described above will be used to identify these relationships.

Drs. Richard Gorsuch, Edward Cureton, and Harvey Dingman have been statistical consultants on the data analysis.

The final reports. Besides the report for the U. S. Office of Education, other reports are planned. Since the study is unique and extensive in the field of emotionally disturbed children, a comprehensive monograph of the project should be published for all professional people. In addition, for the diagnostic categories which have the promise of practical application, a "chart book" or pamphlet should be prepared for use by child workers. Such a pamphlet would present the diagnostic categories indicated from the study, a simple and clear narrative regarding the behavior pattern involved, a clear description of the child-rearing and early experience factors found to be associated with this pattern of behavior, appropriate illustrations, a summary description of the treatment approaches (if any) which have been found to be highly associated with the behavior pattern, and the relative prognosis to be expected for this type of child under present-day approaches. This pamphlet should be completely free of tables, graphs, and other quantitative data. In this way it will be maximally useful to the non-research-oriented teacher and worker with disturbed children.

Summary statement

The project is, in our opinion, progressing satisfactorily. The strategy of spending the first part of the project creating, refining, and establishing the preliminary reliability of the major instruments has been successful. Following this, the final data collection on children throughout the country has progressed more easily than was expected. Two major hurdles have been overcome. First, the Scale on Procedures in Dealing with Children, the PDC, was developed and put into smooth operation without the aid of any existing instrument or similar approach available in the literature. Second, the reviewing committee, USOE, in approving the application, strongly suggested that we exceed the sample size in the original proposal. This was done; the sample size has been more than doubled. In our opinion, the successful mastery of both these hurdles has been worth the extra investment of time necessary to conduct the project.

List of Appendixes

Summary of appendixes.

Appendix A. Behavior classification of emotionally disturbed children. Rue L. Cromwell and Dan Davis.

Appendix B. The Rating/Ranking Scale of Child Behavior (R/R Scale).

Appendix C. The Parent Practices Inventory (PPI).

Appendix D. Codebook for the Parent Practices Inventory.

Appendix E. The Scale on Procedures in Dealing with Children (PDC).

Appendix F. Answer Book for the Scale on Procedures in Dealing with Children.

Appendix G. Alternate Choices for Section II of the Scale on Procedures in Dealing with Children.

Appendix H. Child History Code (CHC), Part A.

Appendix I. Child History Code (CHC), Part B.

Summary of Appendixes

Appendix A is a copy of the article by Cromwell and Davis which was presented at the 1965 CEC meeting in Portland, Oregon, and published in Frontiers in Special Education. It is included here because it reviews the early phases of development of the R/R Scale.

Appendixes B, C, D, E, F, G, H, and I contain the major instruments of the project. After they were created and refined, preliminary reliability work was done to establish them as adequate for the final data collection phase of this study. The final reliability analysis on each will be based upon the subjects of the final data collection phase. If at that time any final refinements of the scales are indicated, the final versions of the scales will be presented in the final report.

BEHAVIOR CLASSIFICATION OF EMOTIONALLY DISTURBED CHILDREN

Rue L. Cromwell

and

Dan Davis

Vanderbilt University School of Medicine

Behavior Classification of Emotionally Disturbed Children[1]

Rue L. Cromwell

and

Dan Davis

Vanderbilt University School of Medicine

The paper I am reading this morning deals with an approach to the diagnostic classification of emotionally disturbed children. The paper has three purposes. First, it presents a philosophy of diagnosis and behavior classification. Second, it illustrates a methodology for research in diagnosis and behavior classification. Third, it describes the problems to be overcome if research in this area is to be successful.

First, the philosophy.

What is a scientific construct? (Slide one, please.)

SCIENTIFIC CONSTRUCT

DEFINED IN TERMS OF:		**USED FOR:**
Observable events	→	**Predicted events**
Example:		
Rocket speed	→	**Contact with moon**

---

[1] Paper read at the meeting of the Council for Exceptional Children, April 23, 1965, Portland, Oregon.

The paper is based on research which has been supported in part by Project Re-Ed, Peabody College and by U.S. Office of Education Grant 2003.

If there is anything to distinguish scientific constructs from other constructs in our lay language, it is the requirement of definition, at least some aspects of which must be reduced to observables and, second, the designation of at least some function or utility which the construct serves in prediction, control, or explanation of events.

Among scientific constructs, what is a diagnostic construct? (Slide two, please.)

DIAGNOSTIC CONSTRUCT

DEFINED IN TERMS OF:		USED FOR:
(1) Presently assessable conditions (2) Antecedent conditions	→	(1) Treatment decision (2) Prognosis
Example:		
(1) a child's behavior (2) his past experience	→	(1) planning his treatment (2) predicting his outcome

It is proposed here that the diagnostic construct is simply a scientific construct which has a specialized definitional structure and a specialized utility. Specifically, it is defined in terms of presently assessable conditions and antecedent conditions in the organism or his environment. It has the special purpose of predicting what kind of treatment, if any, will lead to what level of prognosis.

As can be seen from this definition and from the illustrative slide, one is instantly faced with four classes of data: historical-etiological, presently assessable, therapeutic, and prognostic variables. Thus, the term "behavior classification," when applied to diagnosis, becomes a misnomer. The presently assessable behavior is only one of the classes of data involved in the building of diagnostic constructs.

Today, unlike 50 years ago, we have the tools of correlation, factor analysis, and mathematical rotation at our disposal to examine interrelationships and to identify interrelated clusters among variables. Today, unlike 10 years ago, we have computers to accomplish a task of correlation and factor analysis which would have been baffling to the imagination previously. On the other hand, today, just as before, we have the problems of understanding and interpreting the data from our computations. One wonders whether our conceptual talents have kept up with our electronic advances. How often do we produce an artifact in diagnostic construction by choosing measures or items which are closely interrelated or overlapping to begin with? How often do we extract a factor, mathematically, and fail to give it a name which will allow it to be used in a meaningful way?

This paper is based on the initial steps of a project on developing diagnostic dimensions for emotionally disturbed children. The faith of the present project is that these methodological problems will be overcome by an examination of interrelationships which cut across different classes of data. By intercorrelating the historical-etiological, the behavioral, the treatment, and the prognostic measures, one may, briefly stated, open the way to identifying clusters of relationships which hold their shape in terms of the clarity and utility criterion. That is, our diagnostic categories may tell us how behavior relates to previous antecedent conditions in the experience of the child, what existing treatment is to be given to him, and what the outcome will be. If this happens, diagnostic constructs have been developed.

How does one go about research on such a problem? It is assumed here that a reliable assessment of behavioral data is the core problem. Some points of view oppose this. For example, one can argue that central underlying pathological processes are the "fault" of the matter, or that the variety of disturbed behavior arises only as a function of secondary personality and situational variables. With such an assumption, the understanding of the varied manifestations of behavior is not so important. However, one has to stake his assumptions somewhere, so here it is assumed that the content of the emotionally disturbed child's behavior has relevance to understanding his previous circumstances and what treatment would be appropriate.

Second, the historical data is deemed relevant. How did the parents rear the child? What role values were imposed on him, consciously or unconsciously? Again, one can argue that conditions such as autism have no relevance to parental handling, that parents are unfairly indicted in cases of severe emotional disturbance in children. This may be true, but one has to start somewhere to prove or disprove it.

Third, the treatment variables remain an unexplored area. Residential vs. special class treatment? Limit setting vs. permissiveness? Superego and morality building vs. simple love and acceptance? Emphasis upon educational remediation vs. capitalizing on the stronger talents of the child? Play therapy vs. tutoring? What are the relevant dimensions? One can only observe, quantify, and hope the treatment dimensions chosen have some relevance to the matrix of diagnostic construction.

Another problem is the lack of independence between the behavior manifested and the treatment chosen. Ideally, for research on diagnostic construct development, children should be randomly assigned treatments independently of what behaviors they show. This is not possible. As a result our clusters of interrelationships will describe what treatment approaches are typically given for what behavior manifestations, not what should be given.

Fourth, the prognosis, or follow-up, variables carry the final payload in determining whether the diagnostic categories are useful in predicting differential improvement. Here, again, the measurement problem is formidable. During a so-called follow-up period, after a child has been treated, one wants to find out whether he got better. When does one look? Where does one look? How often does one look? These questions spell the difference between a sound and reliable follow-up assessment and an inadequate and unreliable one. Behavior is variable--especially, it seems, with emotionally disturbed children. On one occasion a child may seem greatly improved. On the next day he may have lost his emotional control, stolen a bicycle, and run away from home. Or, he may be doing consistently well in his relationship with his family but is rejected and an outcast in the classroom. Should one have a simple index of outcome? Or, should there be multiple indices? Whatever the answer, the problem of fluctuation in behavior must be resolved before reliable measures can be developed.

With this conceptual approach and overview of the four relevant classes of data, let us now turn to an illustration of how the central data, the behavior of the child, might be measured. The example I wish to describe is the development of the rating/ranking scale of child behavior. This scale was developed in our current project.

When assessing child behavior, what kind of technique should be used? Who should use it? How should it be developed? When faced with the task of developing such a research instrument, one must make arbitrary decisions with the hope that the most relevant behavior will be assessed in the most reliable way.

In our case, we chose a rating scale technique. Two examples from this 123-item scale are given on the following slide. (May I have slide three, please.)

RATING / RANKING SCALE ITEMS

24. Tends to relate to one particular adult opposed to more than one?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

25. Tears up or destroys materials?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

Extremely concrete and specific behavior samples were rejected because they might be too narrow in generality. Abstract personality forms were rejected because they might be too global.

The next decision was that the ratings on a number of children should be placed on a scale before the rater went on to the next item. This procedure forced a comparison among the children and presumably is one of the factors responsible for maintaining high reliability. Thus, the instrument is referred to as a rating/ranking scale, since the data may be treated as ratings or rankings, depending upon which is more meaningful and useful.

The next decision was that the raters should only be people who had had continuous contact with the groups of children in their living and school situation. Although each person is asked to rate the child as he has behaved during the past three weeks, each rater is required to have had continuous contact for at least the past six weeks with each child in order to participate in the rating.

The next step was to develop the items of the scale. Here, it was assumed that no single person could point to relevant behavior without being subject to his own biases and the biases of his professional group. Thus, items were sought and composed from multiple sources. The principal investigator, a research clinical psychologist, observed the classroom, play, and bedtime behavior of the children. These behavior observations were formulated into items. Then, teachers and teacher-counselors made up items. Nurses and attendants made up items. Items were drawn from relevant personality theory. Item content areas were drawn from research literature by other investigators of emotional disturbance (especially Dreger, Spivack, and Wittenborn). Items were drawn from the comments of emotionally disturbed children as they observed each other. Items were drawn from nondisturbed children who were given the opportunity to observe and play with the disturbed children.

Once completed, the scale was immediately redrafted. Some items were rephrased. Other items were formulated to cover new areas.

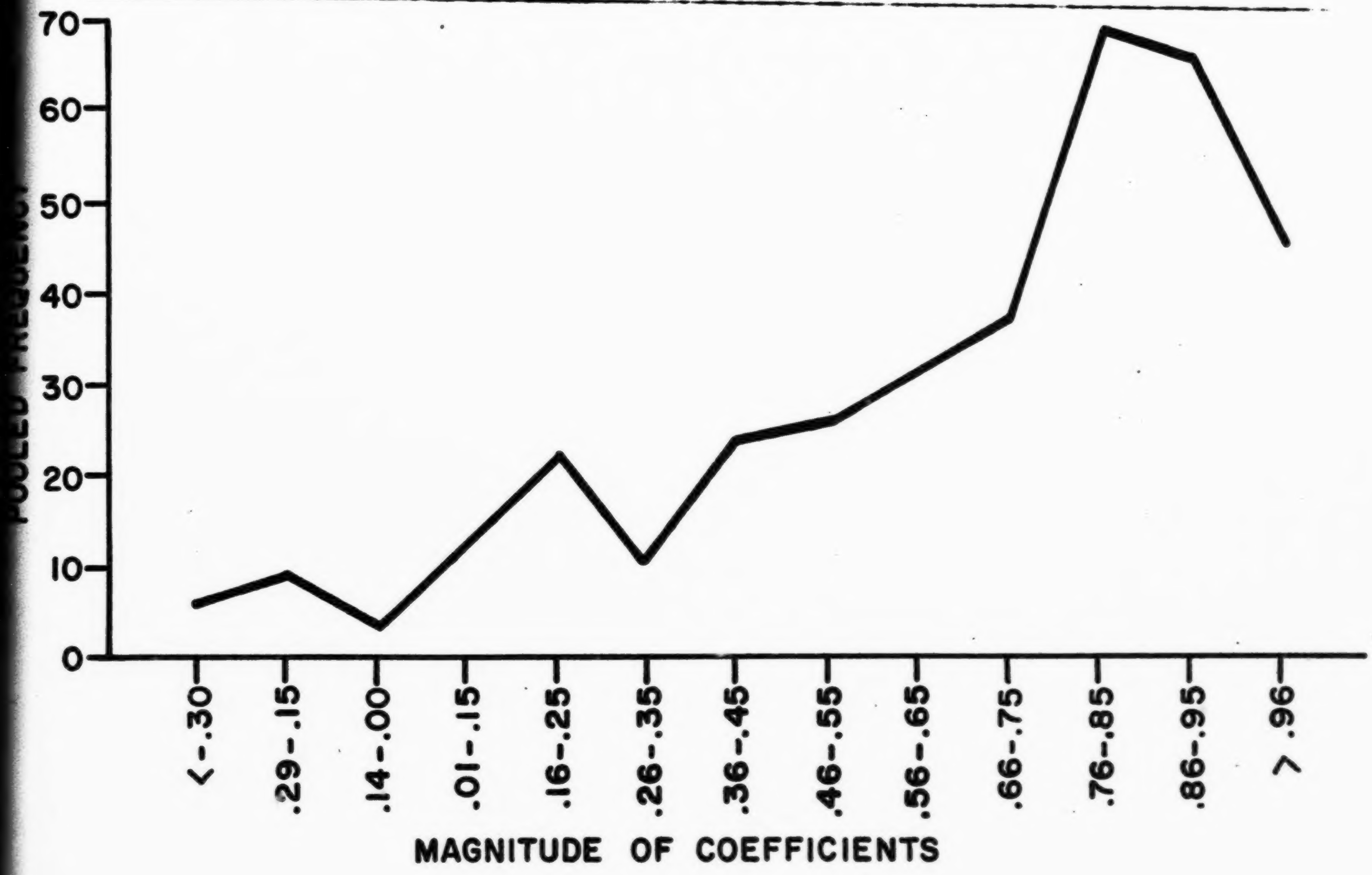
After this, the items were then given to a group of teacher-counselors for suggestions, criticisms, and additions. This led to the second revision of the scale.

Then, the total scale was given to a group of 11 teacher-counselors, 6 teacher-counselor-trainees, 5 teachers, 5 nurses, and 13 ward technicians for rating groups of children and for further written-in suggestions. Four of this group (one teacher-counselor, one teacher-counselor-trainee, one nurse, and one ward technician) were asked to complete the scale a second time one to four weeks later. From this data, test-retest intrajudge reliabilities were obtained by ranks and also by ratings for each item. Slide four shows the mean of the 122 intrajudge reliability coefficients. (Slide four, please.)

Mean Test-Retest Reliability Coefficients (r to z)
(one to four week interval)

Type of Rater	Ranking	Rating
Teacher-Counselor	.72	.78
Trainee	.82	.72
Nurse	.96	.93
Ward Technician	.97	.92

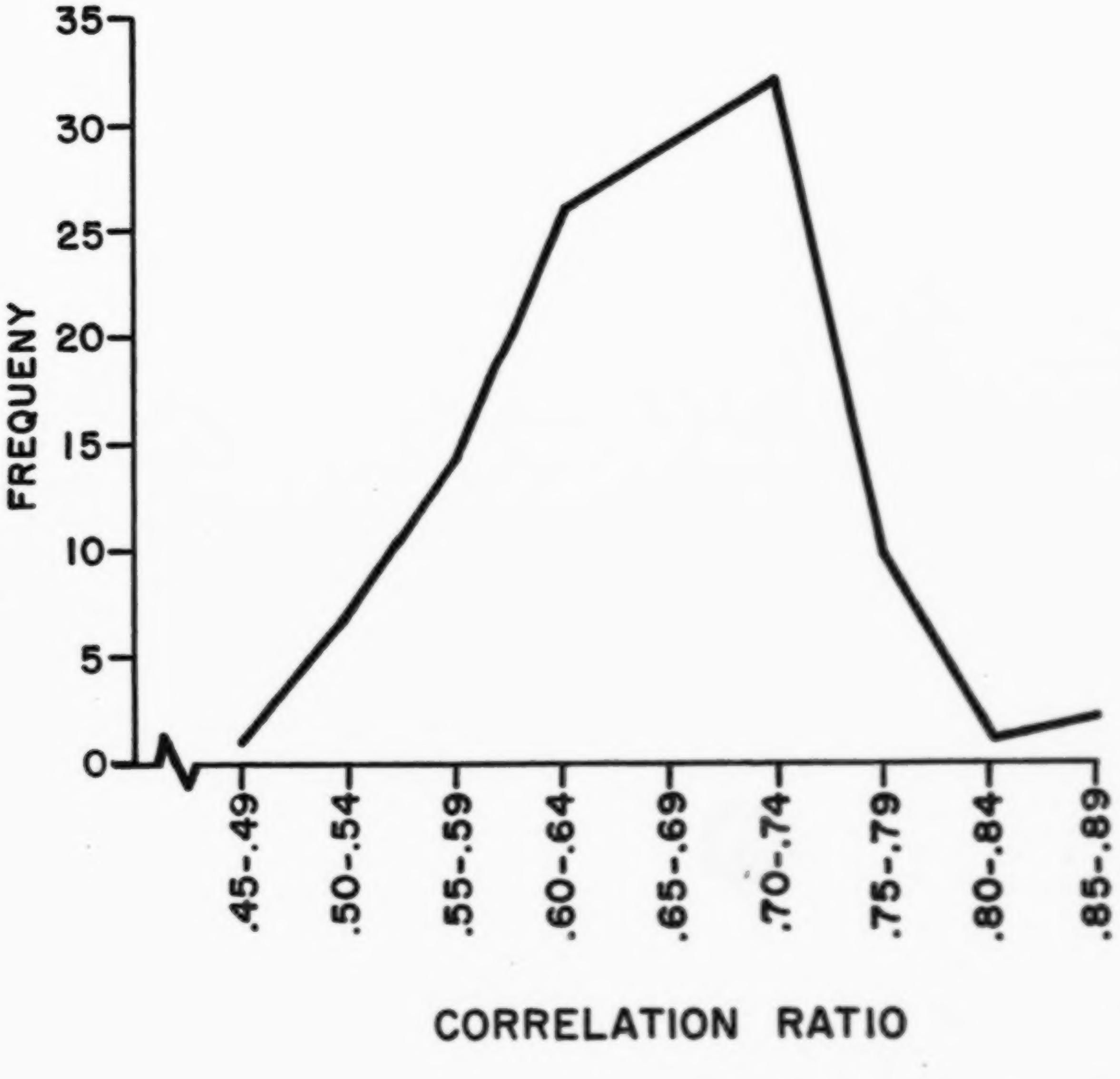
As may be seen in slide five (slide five, please),



DISTRIBUTION OF RHO TEST-RETEST RELIABILITY CORRELATION ON ITEMS OF THE PRELIMINARY RATING / RANKING SCALE.

the frequency distribution of the pooled intrajudge reliability coefficient has a few items with low coefficients but with a greater number of coefficients unexpectedly high.

The next step was to describe the interjudge reliability. Conventional techniques could not be used since different raters had rated small and sometimes overlapping groups of children. Consequently, a correlation ratio based on a simple randomized design analysis of variance technique was computed for each item. This technique allowed a measure of agreement vs. diversion among raters; however, it is not required that every judge rate every child. This yielded a mean correlation ratio of .66, and as can be seen from slide six, the range was from .47 to .89.



FREQUENCY DISTRIBUTION OF INTERJUDGE RELIABILITY MEASURES.

An F test indicated that interjudge agreement for 86 items was at the .01 level of probability. Seventeen additional items were at the .05 level of probability. Nineteen items failed to reach the .05 level of probability.

It is also to be noted that Kendall's W was possible with a small group of children and judges in two different institutions. For Project Re-Ed, three raters and eight children yielded W's from .15 to 1.00 with a mean of .56. At the Wills Center of Vanderbilt Hospital four raters and three children yielded W's from .05 to .93 with a mean of .50. It is to be noted, however, that these interjudge reliability descriptions are not descriptive of the total group.

The next step was the final revision of the scale. With two interjudge reliability measures and two intrajudge reliability measures, together with written-in criticisms by raters, the bottom 20% of the items were chosen for rejection and/or revision. If the item area was already well covered by other items, the item was dropped. Revision was made if the item content area was thought to be crucial in describing emotional disturbance. The final scale, as revised, totalled 125 items.

With the final scale, 90 children have been rated by 49 raters in Project Re-Ed, Nashville, Tennessee, Project Re-Ed, Durham, North Carolina, Astor Home for Children, Rhinebeck, New York, and Wills Center Psychiatric Ward, Vanderbilt Hospital, Nashville, Tennessee. More data collection is planned. Also, progress is being made in developing measures for the other three classes of data.

What did we learn while applying these statistical techniques to assess reliability? First, it was apparent that the children change along the dimensions we were rating. When the rating/ranking scale was administered a second time, raters were able to report that certain children were distinctly different than they were a month previously. Second, children reveal themselves differently to different people. On certain occasions when raters disagreed, they talked to each other about their differences. They discovered that the child was revealing different aspects of himself since he had established different relationships with each of them.

These observations led to a paradoxical situation. Conventionally, in scale development, one strives to get as close to perfect reliability as possible. And, of course, this continues to be an appropriate goal when different observers are observing the same behavior at the same time. However, in our problem of assessing behavior in emotionally disturbed children, an insistence on extremely high test-retest reliability would mean that we would screen out of our instrument those behaviors susceptible to change. We would screen into our instrument behaviors which were unchanging but possibly unrelated to the problem of emotional disturbance. Likewise, for interjudge reliability, if we strive for perfect agreement among workers in the child's living situation, we must screen out and ignore all those facets of behavior which arise out of the child being in different situations or establishing different relationships with different people. Thus, while we want highly reliable measurement of the behavior we are interested in, we do not necessarily want extremely high inter- and intrajudge reliability coefficients in the conventional sense.

Summary

This morning I have stated our philosophical position that diagnostic constructs should be defined in terms of presently assessable and historical-etiological events and should serve the purpose of predicting what treatment, if any, will lead to what level of prognosis. I have illustrated a methodological approach to measuring one of the classes of data--the behavior of the emotionally disturbed child. Finally, I have described problems which are encountered in this area of research.

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Dreger, R. M., and Dreger, Georgia E. (Eds.) Behavioral classification project report No. 1. Proceedings of the technical assistance project. Jacksonville, Florida, 1962.

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Wittenborn, J. R., Holzberg, J. D., and Simon, B. Symptom correlates for descriptive diagnosis. Genet. Psychol. Monogr., 1953, 47, 237-301.

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RATING-RANKING SCALES FOR CHILD BEHAVIOR

The following set of items represents an initial attempt to describe some dimensions of child behavior which are relevant to their social and personal effectiveness.

You are asked to fill out these item-scales on the following group of children because of the close continuing acquaintance which you have had with them. In this way it is hoped that information about the child's recurrent behavior patterns could be obtained in a way which could not be done through other sources.

Please use the following procedure in filling out the scale. All the item-scales will be based on five points. Thus, you will be able to identify characteristics which are (1) never, (2) once in a great while, (3) sometimes, (4) frequently, and (5) always characteristic of the child. The main difference between this and other rating scales is that you are to arrange not one rating but the ratings of all the children onto the same item-scale before going on to the next item. In doing so, you are asked to pay particular attention to the distance of "difference" from child to child as well as the rank order among the children.

For example, if you were rating eight children on a scale, they would be assigned numbers in the following manner:

1. Bobby
2. Jimmy

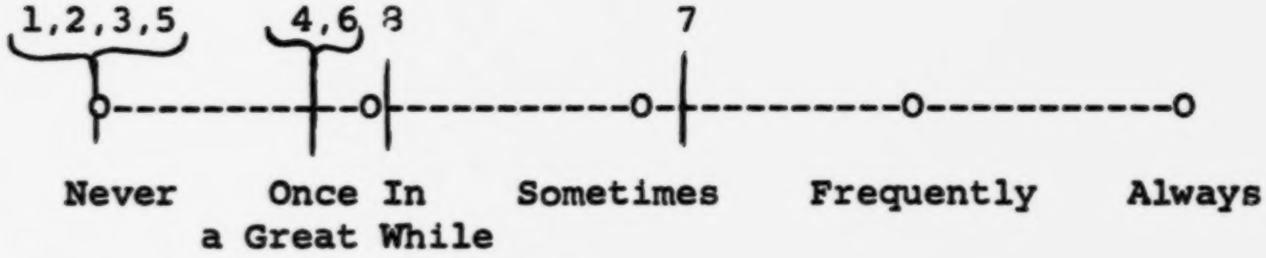
3. Betty
4. Anne
5. Fred
6. Chuck
7. Carole
8. Buster

You would be asked the question: When a new or strange adult enters the child's group, does the child usually ignore him?

O-----------O-----------O-----------O-----------O

Never *Once In* *Sometimes* *Frequently* *Always*
a Great While

You are to mark through the (O) or (-) mark with a vertical line to indicate the position in which you would describe each child. It is not necessary to mark only on the five points designated with a "O" (Never, Once In a . . . etc.). You may choose any point along the scale to designate the position of the child on the item. Label the mark with the number of the child. In case of ties, make one mark and designate it with more than one number. In case of ratings close together, make sure the marks are clearly identified. Please make as fine a distinction as you can in each case, in order to reduce the number of ties. Please note the following example:



Sometimes the items appear to have very small and unimportant differences to them. Since they will be related to other practices, such as child rearing procedures in the home, please be as patient and careful as possible with these small differences.

In some of the items you will note that age rather than the severity of the disturbance of the child makes a big difference. In these cases, go ahead and complete the rating-ranking in terms of what you observe. Later, the age of the child will be taken into consideration in the statistical analysis.

You may find items on the scale which seem to have no meaning or relevance to the children with whom you work. For example, it may be that your children have no speech problem or hyperactive behavior of a brain-damage variety. With such items, please rate your children as accurately as possible even if they are all tied at "never". In this way, your rating-ranking can be meaningfully compared with that made on children in other institutions or schools.

Another question which may come up is with respect to a child who has changed markedly over a period of time. In such cases, rate/rank the child in terms of the behavior shown most often during the past three weeks.

Date: ____________

1. Rater: ____________________________

2. School, Institution or Hospital: ____________________________

3. Rater's position: ________________ 4. Working hours: ____________

Children:

	Name	Sex(M-F)	No. of weeks contact with the child	Birth Date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

RATING-RANKING SCALES FOR CHILD BEHAVIOR

Date:____________

1. When a new or strange adult male enters the child's group, does the child usually ignore him?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

2. Does the child show negative feelings toward the adult male stranger, e.g., strikes out, verbal outbursts, or resents but does not strike out?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

3. Does the child approach the adult male stranger with positive reactions, e.g., hugging, verbal approval, seeking approval?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

4. Does the child avoid the adult male stranger?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

You will now be asked to answer these same questions with respect to adult female strangers.

5. Ignores, i.e., does not pay any attention to, adult female strangers?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

6. Avoids, i.e., makes it a point to stay out of their way, adult female strangers?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

7. Displays negative feelings toward adult female strangers, e.g., strikes out, verbal outbursts, resents and does or does not strike out?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

8. Approaches adult female strangers with positive responses, e.g., hugging, verbal approval, seeking approval?

O-----------O-----------O-----------O-----------O

Never	Once In a Great While	Sometimes	Frequently	Always

Now the same questions will be asked with regard to new or strange children of the same sex.

9. Ignores, i.e., does not pay any attention to, unfamiliar children of the same sex?

O-----------O-----------O-----------O-----------O

Never Once In a Great While Sometimes Frequently Always

10. Displays negative feelings toward unfamiliar children of the same sex, e.g., strikes out, verbal outbursts, resents and does or does not strike out?

O-----------O-----------O-----------O-----------O

Never Once In a Great While Sometimes Frequently Always

11. Approaches unfamiliar same-sex children with positive responses, e.g., hugging, verbal approval, seeking approval?

O-----------O-----------O-----------O-----------O

Never Once In a Great While Sometimes Frequently Always

12. Ignores, i.e., does not pay any attention to, unfamiliar children of the opposite sex?

O-----------O-----------O-----------O-----------O

Never Once In a Great While Sometimes Frequently Always

13. Avoids, i.e., makes it a point to stay out of their way, unfamiliar children of the opposite sex?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

14. When an activity, e.g., game of kick ball, checkers, is introduced to the group, the child ignores it?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

15. Displays negative responses toward activities, e.g., kick ball, checkers, brought into the group?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

16. Avoids, i.e., makes it a point to stay out of the way, activities brought into the group?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

17. Enjoys being with the adult leader so much that the activity is not as important as the person?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

18. When an adult leader reads or tells a story, the child listens until the story is through?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

19. Attracted to visual movement (such as silent movies, pantomime, TV, where sound would be irrelevant)?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

20. Attracted to things that require his own action (such as hammering, softball, track, etc.)?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

21. Interested in auditory activities (listening to records, listening to undramatized story, etc.)?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

22. Interested in complex activities (such as activities in which one step must come before the next in an orderly fashion) rather than simple ones?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

23. Tends to relate to one particular child in a group as opposed to more than one?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

24. Tends to relate to one particular adult as opposed to more than one?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

25. Tears up or destroys materials?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

26. Is careless with materials, e.g., never bothers to put things away?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

27. Does not recall where he left materials he used recently?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

28. Takes pride in and wants to protect and preserve materials?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

29. Will destroy or take apart something he has made rather than show it or ask to have it displayed?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

30. Seeks approval from teacher for things he has done?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

31. Makes comparisons between his own work and work of others?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

32. Will openly strike back with angry behavior to teasing of other children?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

33. Will ignore teasing of other children?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

34. Seems to like the teasing of other children?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

35. Tends to withdraw when teased by other children?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

36. Cries when teased by other children rather than striking out?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

37. When teased by other children, he will take out his frustrations on another inappropriate person or thing?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

38. Will tease back when teased by other children?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

39. Wants things left as they are (is disturbed by things being out of place, people missing)?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

40. During unstructured activity (free time) expected changes in routine (announced ahead of time) are accepted with ease?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

41. During structured activity (classroom teaching, organized game) expected changes in routine (announced ahead of time)are accepted with ease?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

42. Is made excited by the addition of something new and unexpected in his routine, e.g., a surprise birthday cake at lunch time?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

43. Continues in the same activity after the task is completed, e.g., continues to hit the nail after driven in?

O----------O----------O----------O----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

44. Encourages other children to do things with him?

O----------O----------O----------O----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

45. Tries to settle disagreements aggressively, e.g., by bullying or yelling, between other children which do not involve him directly?

O----------O----------O----------O----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

46. Encourages others to follow the rules set by the institution?

O----------O----------O----------O----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

47. Conforms to limits on his own without control from others?

O----------O----------O----------O----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

48. Conforms to limits when controls (teacher) are present?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

49. Has shown changes for the better during the period I have known him?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

50. Has shown changes for the worse since I have known him?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

51. Is restless when asleep?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

52. Excessively interested in his own body and its parts, e.g. stares at body parts, concerned with body functions?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

53. Seems overly aware of sex, body excretion, etc., through giggling, embarrassed behavior, concealed behavior, etc.?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

54. Openly practices sex play?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

55. Acts in a masculine way?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

56. Acts in a feminine way?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

57. Continues in one task or activity until it is completed?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

58. When presented with a task, he withdraws from the situation? Does not attempt the task?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

59. Works on his own disregarding direction from others, e.g., disregards directions of teacher and does it his own way or does opposite of what you tell him?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

60. Cries for no appropriate reason?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

61. Has inappropriate ways of showing affection toward others, e.g., beats and pounds on people he really likes, clings to arms or legs?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

62. Shows appropriate affection toward others?

O-----------O-----------O-----------O-----------O

Never   Once In   Sometimes   Frequently   Always
a Great While

63. Shifts actions quickly from affection to anger, and vice versa, with adults?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

64. Becomes angry upon losing a friendship with an adult?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

65. Upon losing a friendship with an adult, the child does not relate to others, e.g., is hostile, fears or withdraws from the new person?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

66. Upon losing a relationship with another person, the child moves to other activities?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

67. Reacts to a person he likes by being hostile or by moving away from him?

O----------O----------O----------O----------O

Never Once In Sometimes Frequently Always
a Great While

68. Feels he has to take over or control things in relations with other children?

O----------O----------O----------O----------O

Never	Once In a Great While	Sometimes	Frequently	Always

69. Tries to correct or punish other children for misbehaving or breaking the rules when the responsibility for correction should be an adult's?

O----------O----------O----------O----------O

Never	Once In a Great While	Sometimes	Frequently	Always

70. Has uncontrolled temper bursts (includes moderate to severe loss of control)?

O----------O----------O----------O----------O

Never	Once In a Great While	Sometimes	Frequently	Always

71. Displays aggression in speech and/or in writing, e.g., curses?

O----------O----------O----------O----------O

Never	Once In a Great While	Sometimes	Frequently	Always

72. Uses words or sentences that do not make sense, e.g., seems to have a language of his own?

O----------O----------O----------O----------O

Never	Once In a Great While	Sometimes	Frequently	Always

73. Says and/or does weird things?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

74. Stutters, stammers or blocks on saying words?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

75. Brags that he can do things better than others?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

76. Talks about his feelings of inadequacy?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

77. Seeks privacy?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

78. Shows definite group belongingness, e.g., awareness of who belongs to which group, how good his own group is, etc.?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

79. Ignores warnings, does not trust promises. Does not believe the statements will be carried into action?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

80. Does not think he is good enough? Lacks self-confidence?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

81. Knows why he is rewarded for something?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

82. Knows why he is punished for something?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

83. Shows regret after some wrong-doing?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

84. Tries to get adults to do what he wants, e.g., tries to play one adult against the other or distorts the truth?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

85. Shows the usual reserve that a normal child shows in a new situation?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

86. Has unusual sleep patterns, e.g., bed wetting, tossing, nightmares, difficulty in getting to sleep?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

87. Has physical conditions, e.g., vomiting when upset, asthma?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

88. When engaged in an activity, it is difficult to get his attention?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

89. Shows appropriate humor, e.g., laughs at and enjoys jokes on himself and others?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

90. Seeks physical contact when with others?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

91. Overly aware of smells and tastes?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

92. Encourages destructive activity or disobedience in others?

O----------O----------O----------O----------O

Never Once In a Great While Sometimes Frequently Always

93. Generally overly active?

0----------0----------0----------0----------0

Never Once In Sometimes Frequently Always
a Great While

94. Stares into space or daydreams?

0----------0----------0----------0----------0

Never Once In Sometimes Frequently Always
a Great While

95. Talks to himself?

0----------0----------0----------0----------0

Never Once In Sometimes Frequently Always
a Great While

96. Tells lies?

0----------0----------0----------0----------0

Never Once In Sometimes Frequently Always
a Great While

97. Steals things from other children?

0----------0----------0----------0----------0

Never Once In Sometimes Frequently Always
a Great While

98. Steals things from adults?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

99. Collects things, such as buttons, string, pebbles?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

100. Is concerned with whether or not adults trust him?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

101. Complains of aches and pains to adults?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

102. Likes to play with adults rather than with children?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

103. Eats too much?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

104. Talks about members of his family?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

105. Knows what time of day it is, e.g., morning, afternoon or evening; before or after breakfast, lunch or supper?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

106. Jumps from one activity or topic of conversation to another?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

107. Gives in easily to desires and opinions of others?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

108. Is in almost constant movement--uncomfortable if required to remain still?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

109. Aware of and shows concern for the feelings of others?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

110. Cannot make decisions?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

111. Fights with other children?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

112. Demands attention?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

113. Tries to get his way or more than his share even if it ignores the rights of others?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

114. Is jealous, e.g., becomes upset if another child gets attention rather than himself?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

115. Tries to get even when somebody does something he doesn't like?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

116. Tries to belittle the activity or work of others?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

117. Enjoys situations where others are victims of distress or pain, e.g., another child who gets hurt; morbid scene on TV?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

118. Blames others for things he has done?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

119. Quits or shows anger when he loses (a "poor loser")?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

120. Pouts when he feels mistreated?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

121. Clams up when put on the spot? Will not talk about himself or his actions?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

122. Boastful? Distorts the truth in a wishful way, e.g., claims his father has a glamorous job?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

123. Has difficulty in reading?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

124. Has difficulty in arithmetic?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

125. Enjoys inflicting pain on others, including animals?

O-----------O-----------O-----------O-----------O

Never Once In Sometimes Frequently Always
a Great While

Date________________________

I hereby give permission for the information completed by me on the Parent Practices Inventory on ________________
(name of child)
_________ to be given to ________________________________
(name of Institution)
upon their request.

It is to be understood that this information will be kept confidential.

____
(Sign here)

DIVISION OF RESEARCH
DEPARTMENT OF PSYCHIATRY
VANDERBILT UNIVERSITY
c/o R. L. CROMWELL

Your name________________________

January 1966

Child's name_______________________

PARENT PRACTICES INVENTORY

Different children have to be handled in different ways at home. Parents with one child will handle things diffently than parents with a number of children. No parent "follows the book" in child rearing, even if he tries. Almost no parent is happy with every decision he makes with a child. Some are convinced that what they do is wrong. Some are not confident or sure of whether they are doing the right thing or wrong thing.

The purpose of this research inventory is to get a record of what works and what does not seem to work in the care, handling, and discipline of your child who has been included in our study.

Some parents have a natural tendency to criticize themselves and put themselves in a bad light. Others have an equally natural tendency to put their best foot forward and present only the good side of the picture. In this inventory, you are asked to report as objectively as possible and to note any tendency you had to answer in a more negative or positive way than you may have wanted to.

Then, at the end of the inventory, a member of the research staff will be present to record any of these reactions which would be helpful to us.

Since the validity of our study of your child and other children depends upon open and honest answers, we will consider the answers strictly confidential. Only with your written request will the information you give be given to the agency or school through which we contacted you.

Complete every item, even if it does not appropriately describe your situation exactly. Just choose what is closest to the truth. Then, after finishing an item, you may clarify your answer in the margin or on the back of the sheet.

Remember, do not tell us what practices should be done. Tell what actually has happened.

I. IDENTIFYING INFORMATION

1. I am the child's
   _____mother
   _____father
   _____other. Specify:____

2. I have the following number of children in my home:
   _____1
   _____2
   _____3
   _____4
   _____5
   _____If more, how many?

3. List the children by their first names:
   ______________________oldest (1)
   ______________________second oldest (2)
   ______________________third oldest (3)
   ______________________fourth oldest (4)
   ______________________fifth oldest (5)
   ______________________sixth oldest (6)
   ______________________seventh oldest (7)
   ______________________eighth oldest (8)

4. The child in our study is child #_____(above).

Parents with only one child, please move on to Section III, page 4.

I. DESCRIPTION OF ALL CHILDREN IN THE HOME

For parents of more than one child:

For each question, put a 1 in the blank which is the closest or best answer for you. Put a 2 in the blank with the second closest answer, and so on for the number of children you have in your home. Put x's in the blanks that do not apply to you. If you are not sure, force yourself to guess in every case.

For example, if you have four children you might answer the following question this way:

The largest of my children for his age is the
__3__ oldest
__1__ second oldest
__2__ third oldest
__4__ fourth oldest
__x__ fifth oldest
__x__ sixth oldest
__x__ seventh oldest
__x__ eighth oldest

1. In my opinion, I did the best job in raising my
_____ oldest
_____ second oldest
_____ third oldest
_____ fourth oldest
_____ fifth oldest
_____ sixth oldest
_____ seventh oldest
_____ eighth oldest

2. The child who behaves most like me is the
_____ oldest
_____ second oldest
_____ third oldest
_____ fourth oldest
_____ fifth oldest
_____ sixth oldest
_____ seventh oldest
_____ eighth oldest

3. The happiest and best adjusted of my children is the
_____oldest
_____second oldest
_____third oldest
_____fourth oldest
_____fifth oldest
_____sixth oldest
_____seventh oldest
_____eighth oldest

4. The child with the closest and best relationship with me is the
_____oldest
_____second oldest
_____third oldest
_____fourth oldest
_____fifth oldest
_____sixth oldest
_____seventh oldest
_____eighth oldest

5. The child with the closest relationship with my husband (or wife) is the
_____oldest
_____second oldest
_____third oldest
_____fourth oldest
_____fifth oldest
_____sixth oldest
_____seventh oldest
_____eighth oldest

6. The child who has the easiest time getting along with other children in the family is the
_____oldest
_____second oldest
_____third oldest
_____fourth oldest
_____fifth oldest
_____sixth oldest
_____seventh oldest
_____eighth oldest

For the next two questions put an x by the choice which is the best for you.

7. When it comes to correcting, punishing, praising, and rewarding my children, I
   - _____naturally handle them all about the same.
   - _____try hard to handle them all the same and usually do.
   - _____am harder on the child studied here than on the others.
   - _____am easier on the child studied here than on the others.

8. I like the child studied here
   - _____the best of all my children.
   - _____about the same as my other children.
   - _____the least of all my children.

II. DESCRIPTION OF MY PRACTICES AS A PARENT

In this section, put an x by the choice which is best for you.

1. When the child misbehaves, he is corrected or punished for
   - _____everything I see or hear about.
   - _____everything I see myself, but that's about all.
   - _____more of the things reported by others than the things I see myself at home (I expect him to behave better when he is away from home.)
   - _____some of the things I see myself, but I let a lot of things go by.
   - _____just a few things; I let almost all of them go by.

2. When the child does something good he is praised or rewarded for
   - _____everything I see or hear about.
   - _____anything which is especially good; I let some of the little things go by.
   - _____only a very few especially good things.
   - _____nothing; I expect him to know when he has been good without my having to tell him.

3. Some parents show their natural anger when they are using discipline, others do not. I discipline this child
   - _____only when I am angry and upset.
   - _____whenever he needs it, whether I am angry and upset or not.
   - _____mostly when I am calm, but sometimes I can't keep from being angry.
   - _____only when I am calm.

No parents can "follow the book" in raising their children, and many parents do not want to. However, most parents have some very definite ideas about how children should be raised. With this child I feel that I

- _____seldom make a mistake or fall short of what I think is the right way to raise him.
- _____I have made mistakes in raising this child; there are many things I would not do over the same way, but this is no more true for me than it is for most parents.
- _____have made more mistakes than most parents, and if I had it to do over, it would be different.
- _____have made more mistakes than most parents, but I do not know what's wrong. If I had it to do over, I wouldn't know what was right.

Some parents talk to their children about their own mistakes; other do not. I feel that this child

- _____should not be concerned about whether I make the right decision as a parent.
- _____should know when I feel that I have made a mistake with him; I talk to him about it and apologize.
- _____can often see that I feel guilty or lack confidence in myself as a parent, either because I tell him, or because he can just see it.
- _____should be kept guessing about what I am going to do next and why.

Parents are different people, and sometimes they disagree about how children should be raised. In handling this child, my husband (or wife) and I

- _____are very much opposite each other.
- _____are almost always in agreement, and if we aren't, we can come to an agreement quickly.
- _____are in the middle; sometimes we agree, sometimes we disagree.

When we parents disagree, this child knows it

- _____nearly always.
- _____sometimes.
- _____almost never (we try not to let him know).

Some parents handle their children differently from others in the same neighborhood. In my neighborhood I am

- _____about the same as the others.
- _____harder on my children than the others are.
- _____easier on my children than the others are.
- _____unaware of what others do.
- _____very different from the others. For instance:

____

____

9. Some parents think it is important to handle their children like others in the neighborhood; others do not. I try to be
_____as much like the other parents as I can be (so we won't feel out of place).
_____like the other parents in some things, but not in all.
_____not much concerned with what the other parents do (I do what I think is right).

0. With my work and taking care of the family, I have been able to give my complete attention to this child alone
_____over four hours each day on the average.
_____over one hour each day on the average.
_____a few minutes every day.
_____about once a week for a short time.
_____only once in a great while.

1. The longest I have ever stayed angry at this child for any one reason is
_____a few minutes.
_____an hour or so.
_____about a day.
_____about a week.
_____over a week.

V. DESCRIPTION OF THIS CHILD'S EXPERIENCES

In this section, for each question put an x by the choice which is the best answer for the child being studied here. Please tell how the child has been handled most of the time by you and by other people who have spent a lot of time with him. We want to know what the child's experience has been. His behavior and people's handling of him have probably changed over time. Do not answer only for how things are now. Answer in terms of what has been done during most of the child's life.

1. The person who has done most of the raising of this child is
_____his mother.
_____his father.
_____his grandparents.
_____older children in the family.
_____a relative.
_____other. For example:_______________________________________

2. When this child is punished, the person punishing him is usually
_____angry and upset.
_____calm and rational.

3. In the past, this child has received

_____a little more punishment and correction than praise and reward.
_____much more punishment and correction than praise and reward.
_____about half and half.
_____a little more praise and reward than punishment and correction.
_____much more praise and reward than punishment and correction.

4. Parents often promise their children a treat or reward at some future time; they are different in the way they keep these promises. When promises are made to this child, they are

_____often not kept (if we get too busy, don't have the money, or forget).
_____often not kept, but it is planned that way; I think it is better for the child to hope than to know he can't have something.
_____sometimes kept and sometimes not.
_____almost always kept.

5. Parents often warn their children that they will be punished if they keep on doing something wrong. When this child has been warned and keeps on doing something wrong, he is punished

_____very seldom.
_____sometimes.
_____only after many warnings.
_____almost always.

6. Some parents explain to children why they are being punished, others think the children should know without being told. When this child is punished, he is told why something is wrong or right

_____very seldom.
_____sometimes.
_____almost always.

7. Parents expect their children to act differently out in public (at church, school, etc.) than at home. This child acts

_____afraid and upset away from home.
_____worse when he is away from home.
_____worse when he is away from home whether I am with him or not.
_____better away from home.
_____about the same at home as away.

8. With this child, bedtime is

_____one of the worst times of the day.
_____one of the nicest times of the day.
_____about like other times.
_____unpredictable; sometimes good, sometimes bad.

. With this child, undressing (check as many as apply)
_____is prohibited in front of other members of the family.
_____is avoided by the child in front of other members of the family.
_____is no problem (he realizes the acceptable and unacceptable times).
_____occurs in front of the family at awkward times.
_____must often be corrected for occurring at the wrong times.

0. With this child, getting up in the morning is
_____one of the worst times of the day.
_____one of the nicest times of the day.
_____about like other times.
_____unpredictable; sometimes good, sometimes bad.

. With this child, mealtimes are
_____one of the worst times of the day.
_____one of the nicest times of the day.
_____about like other times.
_____unpredictable; sometimes good, sometimes bad.

. With this child, toilet training was (check as many as apply)
_____begun earlier than with other children.
_____begun later than with other children.
_____took less time than with other children.
_____took longer than with other children.
_____about the same as with other children.
_____in my opinion, was a problem.

. A child cannot always be first in the attention of his parents. Certain things in the parents' lives must come first. At certain times, paying attention to this child is less important to me than (check as many as apply).
_____preparing a meal on time.
_____doing chores around the house.
_____reading newspapers or relaxing when through with a full day's work.
_____spending time with husband or wife, either at home or away.
_____spending time with the younger children.
_____spending time with the older children.
_____taking care of the younger children, such as feeding, dressing, etc.
_____having some recreational or civic activity outside the house.
_____putting in extra hours at work (either at home or away).

When this child is punished verbally (yelled at, scolded) he
_____cries.
_____talks back.
_____clams up.
_____becomes timid or afraid.
_____behaves even worse.
_____tries to correct his action, if possible.
_____says he is sorry, but doesn't mean it.
_____says he is sorry and seems to mean it.
_____seeks reassurance or love.
_____acts like he had never been punished at all.

When this child does something wrong he receives punishment or correction
_____instantly, within seconds.
_____as soon as someone can get through with what they are doing.
_____at the end of the day, such as at bedtime.
_____after his father (or mother) comes home.
_____at the end of the week, such as with allowance.
_____not until someone's patience ends, then instantly.

When this child has done something good he receives praise or reward
_____instantly, within seconds.
_____as soon as someone gets a free moment from what they are doing.
_____at the end of the day, such as at bedtime.
_____at the end of the week, such as with allowance.
_____not until it is possible to do something worthwhile, such as take him some place or buy him a treat.

When this child does something good he is given
_____a few words of praise, such as "that's good," "fine."
_____material reward, such as candy or other object.
_____nothing at the time, something later sometimes.
_____a positive nod of satisfaction.
_____a kiss or a hug.
_____a smile or "pat on the back."
_____a reminder that he ought to do this all the time.
_____a promise to be met later.
_____an increase in allowance.
_____criticism for that part which was not quite perfect.
_____nothing then or later.
_____other. For example:________________________________

. When he does something wrong, this child is, or is given

_____scolding or shouting.
_____spanking.
_____other physical punishment. What?______________________
_____a quiet talking to; reasoning.
_____withholding of privileges.
_____acceptance or reassurance, such as "that's all right."
_____promises of punishment later.
_____a decrease in allowance.
_____put to bed (where he falls asleep).
_____put to bed (where he stays awake).
_____made to do something which is boring or punishing.
_____made to do something which is useful or constructive.
_____made to stay in his room or in the house.
_____made to leave the house completely.
_____shamed by having his misdeed pointed out to others.
_____talked to until he cries.
_____consciously ignored.
_____other. For example:___________________________________

. Parents show affection to their children in different ways. This child gets affection in the form of

_____treats or presents.
_____cuddling.
_____talking with him about the things he is interested in.
_____telling him how much we love him, how cute he is, etc.

. Children sometimes cry without an acceptable reason, such as being hurt. When this child does this and his crying becomes annoying to the rest of the family, he is

_____forced to stop.
_____punished or scolded then and there.
_____sent to another room for punishment.
_____sent to another room to cry it out.
_____left to cry it out wherever he wants.
_____comforted or cuddled.

. When children are caught or punished for something wrong, they sometimes correct or try to correct their actions. Whenever this child tries to correct his ways, he is

_____told this is what he should have done before.
_____ignored.
_____praised or rewarded.
_____other. For example:__________________________________

1. Parents show affection to their children at different times.
This child most often receives affection
_____after he has done something good on his own.
_____after he has done something he was told to do.
_____when he is sick or hurt.
_____when he cries.
_____for no particular reason--just because someone feels like showing affection to him.

I. HOME VALUES

Most people, whether they have children of their own or not, have definite ideas about how children should be raised. In this section, there are pairs of statements containing some of these ideas. All of them are important to most people, but some are always more so than others.

For each pair of statements, we would like to know which is the most important to you. Some of the choices will be easy for you to make, others will be harder, but please force yourself to choose in every case. For each pair, put a check by the statement which is first in importance to you.

For example:

__✓__Having him get plenty of sleep.
_____Keeping him from eating too many sweets.

1. _____Having him get a good education.
_____Having him always be on his best behavior around company.

2. _____Having him get places on time.
_____Getting him able to care for himself.

3. _____Having him get good grades in school.
_____Having him get places on time.

4. _____Getting him to keep clean and washed up.
_____Getting him to stay out of danger.

5. _____Getting him to have good manners and not bad habits like biting his nails.
_____Having him get lots of cuddling and affection.

6. _____Keeping him from fighting with other children.
_____Keeping him from masturbating (in public or in private).

7. _____Keeping him from investigating sex differences with other children.
_____Having him get a good education.

8. _____Teaching him to keep out of sexual trouble when older.
_____Getting him together with children of good families.

9. _____Having him develop special talents, such as music or sports.
_____Getting him to defend himself when other children pick on him.

10. _____Having him get places on time.
_____Having him always be on his best behavior around company.

11. _____Getting him able to care for himself.
_____Teaching him to mind his parents and other adults around home.

12. _____Getting him to walk and talk as early as possible.
_____Teaching him always to tell the truth.

13. _____Keeping him from masturbating (in public or in private).
_____Having him get good grades in school.

14. _____Keeping him from investigating sex differences with other children.
_____Having him develop special talents such as music or sports.

15. _____Getting him together with children of good familes.
_____Getting him to have good manners and not bad habits.

16. _____Getting him able to care for himself.
_____Having him get lots of cuddling and affection.

17. _____Having him get a good education.
_____Getting him not to mistreat animals.

18. _____Having him get places on time.
_____Getting him to walk and talk as early as possible.

19. _____Getting him to keep clean and washed up.
_____Having him always be on his best behavior around company.

20. _____Keeping him from fighting with other children.
_____Getting him to keep clean and washed up.

21. _____Having him develop special talents such as music or sports.
_____Getting him not to mistreat animals.

22. _____Teaching him not to talk back to adults.
_____Getting him to walk and talk as early as possible.

23. _____Having him always be on his best behavior around company.
_____Having him get good grades in school.

24. _____Having him get lots of cuddling and affection.
_____Keeping him from investigating sex differences with other children.

25. _____Having him develop special talents such as music or sports.
_____Teaching him always to tell the truth.

26. _____Having him get a good education.
_____Teaching him to keep out of sexual trouble when older.

27. _____Having him get places on time.
_____Getting him to explore things on his own (such as how something works or how it is made).

28. _____Getting him to have good manners and not bad habits.
_____Having him get good grades in school.

29. _____Getting him to keep away from bad company.
_____Keeping him from fighting with other children.

30. _____Getting him not to mistreat animals.
_____Getting him to keep away from bad company.

31. _____Keeping him from fighting with other children.
_____Getting him together with children of good families.

32. _____Getting him to defend himself when other children pick on him.
_____Having him get lots of cuddling and affection.

33. _____Teaching him not to talk back to adults.
_____Getting him to have good manners and not bad habits.

34. _____Having him always be on his best behavior around company.
_____Getting him to explore things on his own.

35. _____Having him develop special talents such as music or sports.
_____Having him get good grades in school.

36. _____Getting him to explore things on his own.
_____Keeping him from fighting with other children.

37. _____Teaching him not to take things without permission.
_____Getting him to keep away from bad company.

38. _____Teaching him to mind his parents and other adults around home.
_____Getting him to keep clean and washed up.

39. _____Getting him to stay out of danger.
_____Teaching him not to take things without permission.

40. _____Getting him to keep away from bad company.
_____Teaching him to mind his parents and other adults around home.

41. _____Getting him not to mistreat animals.
_____Teaching him not to take things without permission.

42. _____Getting him to defend himself when other children pick on him.
_____Teaching him not to talk back to adults.

43. _____Teaching him not to talk back to adults.
_____Teaching him always to tell the truth.

44. _____Getting him to explore things on his own.
_____Getting him to keep away from bad company.

45. _____Teaching him always to tell the truth.
_____Getting him to stay out of danger.

46. _____Teaching him to mind his parents and other adults around home.
_____Getting him not to mistreat animals.

47. _____Getting him to stay out of danger.
_____Getting him able to care for himself.

48. _____Getting him able to care for himself.
_____Having him get a good education.

49. _____Getting him to walk and talk as early as possible.
_____Getting him to have good manners and not bad habits.

50. _____Keeping him from masturbating (in public or in private).
_____Getting him to keep clean and washed up.

51. _____Getting him together with children of good families.
_____Getting him to explore things on his own.

52. _____Keeping him from investigating sex differences with other children.
_____Teaching him always to tell the truth.

53. _____Teaching him not to talk back to adults.
_____Getting him together with children of good families.

54. _____Teaching him not to take things without permission.
_____Keeping him from masturbating (in public or in private).

55. _____Teaching him to mind his parents and other adults around home.
_____Teaching him to keep out of sexual trouble when older.

56. _____Teaching him to keep out of sexual trouble when older.
_____Having him get lots of cuddling and affection.

57. _____Getting him to defend himself when other children pick on him.
_____Teaching him to keep out of sexual trouble when older.

58. _____Keeping him from investigating sex differences with other children.
_____Getting him to walk and talk as soon as possible.

59. _____Keeping him from masturbating (in public or in private).
_____Getting him to stay out of danger.

60. _____Teaching him not to take things without permission.
_____Getting him to defend himself when other children pick on him.

Now that you have finished the Inventory we would like to know if you feel that your answers to these questions give a true picture of your home and child.

These questions and my answers give a picture of my home and child which is (put a 1 beside the best choice)

_____very close to being a true picture.
_____fairly close to being a true picture.
_____not very close to being a true picture.

It is sometimes difficult to be absolutely frank in answering questions like the ones in this Inventory. Some parents feel that they have been able to be completely objective and frank; others do not. I feel that I have been completely objective and frank in (put a 1 beside the best choice)

_____all of my answers.
_____most of my answers.
_____about half of my answers.
_____only a few of my answers.

Codebook

for the

PARENT PRACTICES INVENTORY

0. Identifying code of the child

Variable #	Title and Coding Guide	Source
1.	True Picture-Mother Examine mother's PPI. Item VII-1. Assign 2, 1 or 0 to the three choices respectively. If the choice is a 2 or a 1, enter the score. If the choice is 0, REJECT THIS PROTOCOL FROM THE RESEARCH - DO NOT CONTINUE CODING.	M VII-1
2.	True Picture-Father Examine father's PPI. Item VII-1. Follow procedure outlined above for #1.	F VII-1
3.	Frank and Objective Answers - Mother. Assign a 2, 1, 0, or x to the four choices of Item VII-2. If the choice marked is 2 or 1, enter the score. If the choice is 0, REJECT THIS PROTOCOL FROM THE RESEARCH - DO NOT CONTINUE CODING.	M VII-2
4.	Frank and Objective Answers-Father. Examine father's PPI, Item VII-1. Follow procedure outlined above for #3.	F VII-2
5.	Type of Respondents 0 - non-parent 1 - one parent 2 - one parent, one non-parent 3 - both parents 4 - two non-parents	B I-1

Variable #	Title and Coding Guide	Source
6.	Children in the Home x - no answer Enter number of children indicated, e.g., 1, 2, 3, etc.	M or F I-2
7.	Age Order of Child Enter number listed in Item I-4. Enter x for no answer.	M or F I-4

INSTRUCTIONS FOR VARIABLES 8-13. II 1-6

Determine from Items I-3 and I-4 which child the subject is, e.g., second or third oldest.

For Items II-1, II-2, II-3, II-4, II-5, and II-6, indicate on the PPI which age order the child is by circling the appropriate words.

For each of the Variables in Section II, one must ascertain two pieces of information (the subject's rank order, as written by the parent, and the total number of children), into the following table, and ascertain the appropriate standard score.

Standard Scores for Ranking of Subject

Ranking assigned to subject by parent
(This is the ranking beside the circled age order)

Total Children	1	2	3	4	5	6	7	8	9	10
2	57	43								
3	60	50	40							
4	62	53	47	39						
5	63	55	50	45	37					
6	64	57	52	48	43	36				
7	65	58	54	50	46	42	35			
8	65	59	55	52	48	45	41	35		
9	66	60	56	53	50	47	44	40	34	
10	66	60	57	54	51	49	46	43	40	34
	1	2	3	4	5	6	7	8	9	10

For example: On Item II-1, you wish to ascertain the score for Variable #8 (below). From the instructions for Section II, the age order for the subject of the study has been circled as "fourth oldest." You note that his ranking is "2," as written in by the parent (for the subject, her fourth oldest child). You also note that there are five children in the family, as indicated by Items I-2, I-3, and the rankings in Section II. Thus, you know that the subject is ranked 2 in a total of 5 children with respect to the parent's estimation of the best job of raising them. You enter the table and find that this yields a standard score of 55, which you record for this subject for Variable #8.

Variable #	Title and Coding Guide	Source
8.	Best Job of Raising Determine standard scores, as described above, for each parents' rating on Item II-1. Sum the standard scores and divide by 2, to obtain the average. Enter this figure.	B II-1
9.	Resembles Mother From mother's PPI only. Enter standard score for item II-2.	M II-2
10.	Resembles Father From father's PPI only. Enter standard score for Item II-2.	F II-2
11.	Best Adjusted Find mother's standard score for Item II-3 and father's standard score for Item II-3. Add them together and divide by 2. Enter this figure.	B II-3
12.	Closeness to Mother Obtain mother's standard score for Item II-4. Enter this figure.	M II-4

Variable #	Title and Coding Guide	Source
13.	Closeness to Father Obtain standard score from father's PPI for Item II-4. Enter this score.	F II-4
14.	Closeness to Father-discrepancy Take mother's standard score from Item II-5 and subtract it from father's standard score for Item II-4. Add 100 and enter this figure.	M II-5 F II-4
15.	Relationship to Siblings Obtain standard score from both mother's and father's PPIs for Item II-6. Sum the two scores and divide by 2. Enter this figure.	B II-6
16.	Relationship to Siblings-discrepancy Take mother's standard score for PPI Item II-6 and subtract it from father's standard score for Item II-6. Add 100 and enter this figure.	M, F II-6
17.	Similar Treatment Among Siblings Assign scores of 3, 2, 1, and 1 to the four choices of Item II-7, respectively. Sum the assigned scores from mother's and father's PPI, divide by 2, and enter this score.	B II-7
18.	Mother's Indulgence with Subject Assign scores of 2, 2, 1, and 3 to the four choices of Item II-7, respectively. From mother's PPI only, enter the assigned score.	M II-7
19.	Father's Indulgence with Subject Assign scores of 2, 2, 1, and 3 to the four choices of Item II-7, respectively. From father's PPI only, enter the assigned score.	F II-7

Variable #	Title and Coding Guide	Source
20.	Personal Affection. Assign scores of 3, 2, 1 to the three choices of Item II-8, respectively. Sum the assigned scores from mother's and father's PPI, and divide by 2. Enter this score.	B II-8
21.	Personal Affection of Mother. Assign scores of 3, 2, 1 to the three choices of Item II-8, respectively. From mother's PPI only, enter the assigned score.	M II-8
22.	Attention to Punishment. Assign scores of 4, 3, 3, 2, and 1 to the five choices of Item III-1, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this figure.	B III-1
23.	Social Consciousness and Punishment. Assign scores of 4, 1, 5, 2, and 3 to the five choices of the Item III-1, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this figure.	B III-1
24.	Emphasis on Positive Reinforcement. Assign scores of 4, 3, 2, and 1 to the four choices of Item III-2, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this figure.	B III-2
25.	Emotional Punishment. Assign scores of 4, 3, 2, and 1 to the four choices of Item III-3, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this figure.	B III-3

Variable #	Title and Coding Guide	Source
26.	Parental Mistakes. Assign scores of 1, 2, 3, and 3 to the four choices of Item III-4, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-4
27.	Claimed Self-Confidence Assign scores of 3, 2, 2, and 1 to the four choices of Item III-4, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-4
28.	Communication with Child of Parents' Mistakes. Assign scores of 1, 3, 2, and 1 to the four choices of Item III-5, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-5
29.	Consistency Communication. Assign scores of x, 2, x, and 1 to the four choices of Item III-5, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-5
30.	Parental Agreement. Assign scores of 1, 3, and 2 to the three choices of Item III-6, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-6
31.	Child Awareness of Parental Disagreement. Assign scores of 3, 2, and 1 to the three choices of Item III-7, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-7

Variable #	Title and Coding Guide	Source
32.	Conformity to Neighborhood Assign scores of 3, 2, 2, 1 and 1 to the five choices of Item III-8, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-8
33.	Awareness of Neighborhood Practices Assign scores of 2, 3, 3, 1, and 4 to the five choices of Item III-8, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-8
34.	Easiness Compared to Neighborhood Assign scores of 2, 1, 3, x and x to the five choices of Item III-8, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-8
35.	Conformity to Neighborhood: II. Assign scores of 3, 2, and 1 to the three choices of Item III-9 , respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-9
36.	Daily Contact. Assign scores of 5, 4, 3, 2, and 1 to the five choices of Item III-10, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B III-10
37.	Prolongation of Anger. Assign scores of 1, 2, 3, 4, and 5 to the five choices of Item III-11, respectively. Enter the assigned score from either mother's or father's PPI - whichever is the higher score.	M, F III-11

Variable #	Title and Coding Guide	Source
38.	Discrepancy Between Parents (Sect. III). Count the number of items answered identically by both parents in Section III, and enter this figure. If, contrary to procedure, the parents communicated with each other, or were thought to have done so while filling out this section, enter an x.	M, F III-all
39.	Mother-Raised. If the first choice of Item IV-1 is checked on both mother's and father's PPI, enter a 1. If the first choice is checked on one of them only, enter a .5. Otherwise enter a zero.	B IV-1
40.	Father-Raised. If the second choice of Item IV-1 is checked on both mother's and father's PPI, enter a 1. If the second choice is checked on one of them only, enter a .5. Otherwise enter a zero.	B IV-1
41.	Non Parent-Raised. If choice 3, 4, 5, or 6 of Item IV-1 is checked on both mother's and father's PPI, enter a 1. If a choice other than 1 or 2 is checked on one of them only, enter a .5. Otherwise enter a zero.	B IV-1
42.	Emotional Punishment: II Assign scores of 1 and zero to the two choices of Item IV-2, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-2
43.	Balance of Reinforcement: II Assign scores of 2, 1, 3, 4, and 5 to the five choices of Item IV-3, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-3

Variable #	Title and Coding Guide	Source
44.	Keeping Promises of Reward. Assign scores of 1, 1, 2, and 3 to the four choices of Item IV-4, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-4
45.	Unfounded Hope. Assign scores of 2, 1, 3, 4 to the four choices of Item IV-4, respectively, Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-4
46.	Keeping Promises of Punishment. Assign scores of 1, 3, 2, and 4 to the four choices of Item IV-5, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-5
47.	Reasons for Punishment. Assign scores of 1, 2, and 3 to the three choices of Item IV-6, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-6
48.	Worse Away from Home. Assign scores of 3, 3, 3, 1, and 2 to the five choices of Item IV-7, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-7
49.	Afraid and Upset Away from Home. Assign scores of 1, 0, 0, 0, and 0 to the five choices of Item IV-7, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-7

Variable #	Title and Coding Guide	Source
50.	Punishing Mother Away from Home. Assign scores of 0, 2, 0, 1, and 0 to the five choices of Item IV-7 respectively. From mother's PPI only, enter the assigned score.	M IV-7
51.	Punishing Father Away from Home. Assign scores of 0, 2, 0, 1, and 0 to the five choices of Item IV-7, respectively. From father's PPI only, enter the assigned score.	F IV-7
52.	Bedtime Problems. Assign scores of 3, 1, 2, and x to the four choices of Item IV-8 , respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-8
53.	Parent Attitude Toward Undressing. Assign scores of 1, x, 3, 2, and 1 to the five choices of Item IV-9 , respectively. Sum the assigned scores from mother's and father's PPI and divide by total sum. Enter this score.	B IV-9
54.	Child Conflict Regarding Undressing. Assign scores of 1, 2, 0, 1, and 1 to the five choices of Item IV-9 , respectively. Sum the assigned scores from mother's and father's PPI and divide by the total number of scores. Enter this score.	B IV-9
55.	"Getting-Up" Problems. Assign scores of 3, 1, 2, and x to the four choices of Item IV-10, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-10

Variable #	Title and Coding Guide	Source
56.	Mealtime Problems. Assign 3, 1, 2, and x to the four choices of Item IV-11, respectively. Sum the assigned scores from mother's and father's PPI and divide by 2. Enter this score.	B IV-11
57.	Unpredictability. Enter the total number of times the fourth choice for items IV-8 , 10, and 11 is checked on both mother's and father's PPI.	M, F IV-8, 10,11
58.	Onset of Toilet Training. Assign scores of 1, 3, x, x, 2, and x to the six choices of Item IV-12, respectively. Sum the assigned scores from mother's and father's PPI and divide by the total number of scores. Enter this score.	B IV-12
59.	Duration of Toilet Training. Assign scores of x, x, 1, 3, 2, and x to the six choices of Item IV-12, respectively. Sum the assigned scores from mother's and father's PPI and divide by the total number of scores. Enter this score.	B IV-12
60.	Problem in Toilet Training. Assign scores of x, x, x, x, 1, and 2 to the six choices of Item IV-12, respectively. Sum the assigned scores from mother's and father's PPI and divide by the total number of scores. Enter this score.	B IV-12
61.	Discrepancy in Perception of Child's Experiences. Of the 12 items of Section IV, enter the number which have been answered identically by both parents.	M, F IV

Variable #	Title and Coding Guide	Source
62.	Competing Activities - Mother. Enter total number of items checked on mother's PPI for Item V-1.	M V-1
63.	Competing Activities - Father. Enter total number of items checked on father's PPI for Item V-1.	F V-1

INSTRUCTIONS FOR VARIABLES 64-137. Computation of Inferred Ranks.

Inferred ranks are to be computed as follows when the choice being scored was given an x by one or both parents: assume that all the x's represent ties beyond the highest rank indicated. For example, if a parent's responses were 1, 2, 3, x, x, and x, the three x's would represent a tie for the fourth, fifth and sixth choices. The inferred tied rank would be 5. If the responses had been 1, 2, 3, x, and x, the inferred tied rank would be 4.5.

Variable #	Title and Coding Guide	Source
64.	PPR: Cries. Sum the rankings or inferred rankings for Item V-2, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-1
65.	PPR: Talks back. Sum the rankings or inferred rankings for Item V-2 choice 2 from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-2
66.	PPR: Clams Up. Sum the rankings or inferred rankings for Item V-2, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-3
67.	PPR: Becomes Timid and Afraid. Sum the rankings or inferred rankings for Item V-2, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-4

Variable #	Title and Coding Guide	Source
68.	PPR: Behaves Even Worse. Sum the rankings or inferred rankings for Item V-2, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-5
69.	PPR: Tries to Correct. Sum the rankings or inferred rankings for Item V-2, choice 6, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-6
70.	PPR: Says He's Sorry, Isn't Sum the rankings or inferred rankings for Item V-2, choice 7, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-7
71.	PPR: Says He's Sorry, Means It. Sum the rankings or inferred rankings for Item V-2, choice 8, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-8
72.	PPR: Seeks Reassurance and Love. Sum the rankings or inferred rankings for Item V-2, choice 9, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-9
73.	PPR: Acts Oblivious Sum the rankings or inferred rankings for Item V-2, choice 10, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-2-10

Variable #	Title and Coding Guide	Source
74.	VPR: Cries. Sum the rankings or inferred rankings for Item V-3, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-3-1
75.	VPR: Talks back. Sum the rankings or inferred rankings for Item V-3, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-3-2
76.	VPR: Clams Up. Sum the rankings or inferred rankings for Item V-3, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-3-3
77.	VPR: Becomes Timid and Afraid. Sum the rankings or inferred rankings for Item V-3, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-3-4
78.	VPR: Behaves Even Worse. Sum the rankings or inferred rankings for Item V-3, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-3-5
79.	VPR: Tries to Correct. Sum the rankings or inferred rankings for Item V-3, choice 6, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-3-6

Variable #	Title and Coding Guide	Souurce
80.	VPR: Says He's Sorry, Isn't. Sum the rankings or inferred rankings for Item V-3, choice 7, from both mother's and father's PPI. Divide by 2 and enter this figure.	B VV-3-7
81.	VPR: Says He's Sorry, Means It. Sum the rankings or inferred rankings for Item V-3, choice 8, from both mother's and father's PPI. Divide by 2 and enter this figure.	B VV-3-8
82.	VPR: Seeks Reassurance and Love. Sum the rankings or inferred rankings for Item V-3, choice 9, from both mother's and father's PPI. Divide by 2 and enter this figure.	B VV-3-9
83.	VPR: Acts Oblivious. Sum the rankings or inferred rankings for Item V-3, choice 10, from both mother's and father's PPI. Divide by 2 and enter this figure.	B VV-3-10
84.	Latency of Reinforcement. Sum the rankings or inferred rankings for Item V-4, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B VV-4-1
85.	End of Day Punishment (inverse). Sum the rankings or inferred rankings for Item V-4, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B VV-4-3

Variable #	Title and Coding Guide	Source
86.	Spouse-Assigned Punishment (inverse). Sum the Rankings or inferred rankings for Item V-4, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-4-4
87.	End of Week Punishment (inverse). Sum the rankings or inferred rankings for Item V-4, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-4-5
88.	Partial Reinforcement (inverse). Sum the rankings or inferred rankings for Item V-4, choices 2 and 6, from both mother's and father's PPI. Divide by 4 and enter this figure.	B V-4-2-6
89.	Latency of Positive Reinforcement. Sum the rankings or inferred rankings for Item V-5, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-5-1
90.	End of Day Reward (inverse) Sum the rankings or inferred rankings for Item V-5, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-5-3
91.	Delayed Reward (inverse) Sum the rankings or inferred rankings for both choice 4 and choice 5 of item V-5, from both mother's and father's PPI. Divide by 4 and enter this figure.	B V-5-4-5

Variable #	Title and Coding Guide	Source
92.	Content of Reward: Praise (inverse). Sum the rankings or inferred rankings for Item V-6, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-1
93.	Content of Reward: Material (inverse). Sum the rankings or inferred rankings for Item V-6, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-2
94.	Content of Reward: Nothing Now. Sum the rankings or inferred rankings for Item V-6, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-3
95.	Content of Reward: Nod. Sum the rankings or inferred rankings for Item V-6, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-4
96.	Content of Reward: Kiss or Hug (inverse). Sum the rankings or inferred rankings for Item V-6, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-5
97.	Content of Reward: Smile or POB. Sum the rankings or inferred rankings for Item V-6, choice 6, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-6

Variable #	Title and Coding Guide	Source
98.	Content of Reward: Reminder to Repeat (inverse) Sum the rankings or inferred rankings for Item V-6, choice 7, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-7
99.	Content of Reward: Promise. Sum the rankings or inferred rankings for Item V-6, choice 8, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-8
100.	Content of Reward: Allowance. Sum the rankings or inferred rankings for Item V-6, choice 9, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-9
101.	Content of Reward: Criticism (inverse). Sum the rankings or inferred rankings for Item V-6, choice 10, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-10
102.	Content of Reward: Nothing (inverse). Sum the rankings or inferred rankings for Item V-6, choice 11, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-6-11
103.	Content of Punishment: Scolding, Shouting (inverse). Sum the rankings or inferred rankings for Item V-7, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-1

Variable #	Title and Coding Guide	Source
104.	Content of Punishment: Spanking (inverse). Sum the rankings or inferred rankings for Item V-7, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-2
105.	Content of Punishment: Other Physical (inverse) Sum the rankings or inferred rankings for Item V-7, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-3
106.	Content of Punishment: Quiet Reasoning (inverse) Sum the rankings or inferred rankings for Item V-7, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-4
107.	Content of Punishment: Withholding Privilege (inverse) Sum the rankings or inferred rankings for Item V-7, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-5
108.	Content of Punishment: Reassurance (inverse) Sum the rankings or inferred rankings for Item V-7, choice 6, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-6
109.	Content of Punishment: Promises (inverse) Sum the rankings or inferred rankings for Item V-7, choice 7, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-7

Variable #	Title and Coding Guide	Source
110.	Content of Punishment: Decrease in Allowance (inverse) Sum the rankings or inferred rankings for Item V-7, choice 8, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-8
111.	Content of Punishment: Put to Bed, Sleeps (inverse) Sum the rankings or inferred rankings for Item V-7, choice 9, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-9
112.	Content of Punishment: Put to Bed, Awake (inverse) Sum the rankings or inferred rankings for Item V-7, choice 10, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-10
113.	Content of Punishment: Given Punitive Chore (inverse) Sum the rankings or inferred rankings for Item V-7, choice 11, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-11
114.	Content of Punishment: Given Constructive Chore (inverse) Sum the rankings or inferred rankings for Item V-7, choice 12, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-12

Variable #	Title and Coding Guide	Source
115.	Content of Punishment: Stay in Room (inverse) Sum the rankings or inferred rankings for Item V-7, choice 13, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-13
116.	Content of Punishment: Leave House (inverse) Sum the rankings or inferred rankings for Item V-7, choice 14, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-14
117.	Content of Punishment: Shamed Sum the rankings or inferred rankings for Item V-7, choice 15, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-15
118.	Content of Punishment: Talk until Cries (inverse) Sum the rankings or inferred rankings for Item V-7, choice 16, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-16
119.	Content of Punishment: Consciously Ignored (inverse) Sum the rankings or inferred rankings for Item V-7, choice 17, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-7-17
120.	Content of Affection: Gifts (inverse) Sum the rankings or inferred rankings for Item V-8, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-8-1

Variable #	Title and Coding Guide	Source
121.	Content of Affection: Cuddling (inverse) Sum the rankings or inferred rankings for Item V-8, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-8-2
122.	Content of Affection: Talking about Interests (inverse) Sum the rankings or inferred rankings for Item V-8, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-8-3
123.	Content of Affection: Telling of Love (inverse) Sum the rankings or inferred rankings for Item V-8, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-8-4
124.	Crying: Forced to Stop Sum the rankings or inferred rankings for Item V-9, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-9-1
125.	Crying: Immediate Punishment (inverse) Sum the rankings or inferred rankings for Item V-9, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-9-2
126.	Crying: Sent to Another Room (inverse) Sum the rankings or inferred rankings for Item V-9, choices 3 and 4, from both mother's and father's PPI. Divide by 4 and enter this figure.	B V-9-3-4

Variable #	Title and Coding Guide	Source
127.	Crying: Left to Cry (inverse) Sum the rankings or inferred rankings for Item V-9, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-9-5
128.	Crying: Comforted (inverse) Sum the rankings or inferred rankings for Item V-9, choice 6, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-9-6
129.	Self-Correction: Should have Done Before (inverse) Sum the rankings or inferred rankings for Item V-10, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-10-1
130.	Self-Correction: Ignored (inverse) Sum the rankings or inferred rankings for Item V-10, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-10-2
131.	Self-Correction: Praise or Reward (inverse) Sum the rankings or inferred rankings for Item V-10, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-10-3
132.	Self-Correction: Other Sum the rankings or inferred rankings for Item V-10, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-10-4

Variable #	Title and Coding Guide	Source
133.	Pattern of Affection: Good Behavior (inverse) Sum the rankings or inferred rankings for Item V-11, choice 1, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-11-1
134.	Pattern of Affection: Obedience (inverse) Sum the rankings or inferred rankings for Item V-11, choice 2, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-11-2
135.	Pattern of Affection: Sick or Hurt Sum the rankings or inferred rankings for Item V-11, choice 3, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-11-3
136.	Pattern of Affection: Crying (inverse) Sum the rankings or inferred rankings for Item V-11, choice 4, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-11-4
137.	Pattern of Affection: Independent Sum the rankings or inferred rankings for Item V-11, choice 5, from both mother's and father's PPI. Divide by 2 and enter this figure.	B V-11-5
138.	Values: Good Education From both mother's and father's PPI, enter the number of times that "Having him get a good education" is checked for Items VI-1,7,17,26 and 48.	B VI-1, 7,17, 26,48

Variable #	Title and Coding Guide	Source
139.	Values: Behavior Around Company From both mother's and father's PPI, enter the number of times that "Having him always be on his best behavior around company" is checked for items VI-1,10,19,23 and 34.	B VI-1,10,19, 23,34
140.	Values: Getting Places on Time From both mother's and father's PPI, enter the number of times that "Having him get places on time" is checked for items VI-2, 3,10,18 and 27.	B VI-2,3,10, 18,27
141.	Values: Self-Care From both mother's and father's PPI, enter the number of times that "Getting him able to care for himself" is checked for items VI-2,11,16,47 and 48.	B VI-2,11,16, 47,48
142.	Values: Good Grades From both mother's and father's PPI, enter the number of times that "Having him get good grades in school" is checked for items VI-3,13,23,28 and 35.	B VI-3,13,23, 28,35
143.	Values: Keeping Clean From both mother's and father's PPI, enter the number of times that "Getting him to keep clean and washed up" is checked for items VI-4,19,20,38 and 50.	B VI-4,19,20, 38,50
144.	Values: Staying Out of Danger From both mother's and father's PPI, enter the number of times that "Getting him to stay out of danger" is checked for items VI-4,39,45,47 and 59.	B VI-4,39,45, 47,59
145.	Values: Good Manners From both mother's and father's PPI, enter the number of times that "Getting him to have good manners and not bad habits" is checked for items VI-5,15,28,33 and 49.	B VI-5,15,28, 33,49

Variable #	Title and Coding Guide	Source
146.	Values: Cuddling and Affection From both mother's and father's PPI, enter the number of times that "Having him get lots of cuddling and affection" is checked for items VI-5,16,24,32 and 56.	B VI-5,16,24, 32,56
147.	Values: Fighting From both mother's and father's PPI, enter the number of times that "Keeping him from fighting with other children" is checked for items VI-6,20,29,31 and 36.	B VI-6,20,29, 31,36
148.	Values: Masturbation From both mother's and father's PPI, enter the number of times that "Keeping him from masturbating" is checked for items VI-6,13, 50,54 and 59.	B VI-6,13,50, 54,59
149.	Values: Sex Investigation From both mother's and father's PPI, enter the number of times that "Keeping him from investigating sex differences" is checked for items VI-7,14,24,52 and 58.	B VI-7,14,24, 52,58
150.	Values: Sexual Trouble When Older From both mother's and father's PPI, enter the number of times that "Teaching him to keep out of sexual trouble when older" is checked for items VI-8,26,55,56 and 57.	B VI-8,26,55, 56,57
151.	Values: Good Families From both mother's and father's PPI, enter the number of times that "Getting him together with children of good families" is checked for items VI-8,15,31,51 and 53.	B VI-8,15,31, 51,53
152.	Values: Special Talents From both mother's and father's PPI, enter the number of times that "Having him develop special talents" is checked for items VI-9, 14,21,25 and 35.	B VI-9,14,21, 25,35

Variable #	Title and Coding Guide	Source
153.	Values: Defense of Self From both mother's and father's PPI, enter the number of times that "Getting him to defend himself" is checked for items VI-9, 32,42,57 and 60.	B VI–9,32,42, 57,60
154.	Values: Minding Parents From both mother's and father's PPI, enter the number of times that "Teaching him to mind his parents" is checked for items VI-11, 38,40,46 and 55.	B VI–11,38,40, 46,55
155.	Values: Early Walking and Talking From both mother's and father's PPI, enter the number of times that "Getting him to walk and talk as early as possible" is checked for items VI-12,18,22,49 and 58.	B VI–12,18,22, 49,58
156.	Values: Telling the Truth From both mother's and father's PPI, enter the number of times that "Teaching him always to tell the truth" is checked for items VI-12,25,43,45 and 52.	B VI-12,25,43, 45,52
157.	Values: Mistreating Animals From both mother's and father's PPI, enter the number of times that "Getting him not to mistreat animals" is checked for items VI-17,21,30,41 and 46.	B VI-17,21,30, 41,46
158.	Values: Talking Back to Adults From both mother's and father's PPI, enter the number of times that "Teaching him not to talk back to adults" is checked for items VI-22,33,42,43 and 53.	B VI-22,33,42, 43,53
159.	Values: Curiosity From both mother's and father's PPI, enter the number of times that "Getting him to explore things on his own" is checked for items VI-27,34,36,44 and 51.	B VI-27, 34,36, 44,51

Variable #	Title and Coding Guide	Source
160.	Values: Bad Company From both mother's and father's PPI, enter the number of times that "Getting him to keep away from bad company" is checked for items VI-29,30,37,40 and 44.	B VI-29,30,37, 40,44
161.	Values: Stealing From both mother's and father's PPI, enter the number of times that "Teaching him not to take things without permission" is checked for items 37,39,41,54 and 60. NOTE: The sum of the entries for variables 138 through 161 should be 120 for each subject.	B VI-37,39,41, 54,60
162.	Values: Agreement Count the number of items in section VI answered identically on mother's and father's PPI. Enter this figure.	M, F VI-all
163.	Number of Write-Ins: Mother From mother's PPI, enter the number of explanatory and critical comments written in.	M-Total
164.	Number of Write-Ins: Father From father's PPI, enter the number of explanatory and critical comments written in.	F-Total
165.	Circular Triads for Mothers	M VI-Total
166.	Circular Triads for Fathers	F VI-Total

Throughout the section on home values there are fifteen instances of triads, i.e., where a choice A is compared with B, B with C, and C with A. Examine each triad separately to establish that the rank order within the triad is ordinally consistent, i.e., $A > B$, $B > C$, $A > C$ or $A < B$, $B < C$, and $A < C$. Whenever the order is not consistent, this is referred to as a circular triad, and it indicates a degree of nonvalidity in the answers to the test. For example, $A > B$, $B > C$, $C > A$ (or $A < B$, $B < C$, $C < A$) would be a circular triad. Count the number of circular (or non-consistent) triads, and enter the score (ranging from 0 to 15) for mother's PPI in Variable 165 and for father's PPI in Variable 166.

The following are the items of the fifteen triads, each of which are to be examined for circularity.

1) 3, 10, 23
2) 4, 50, 59
3) 6, 20, 50
4) 10, 27, 34
5) 12, 22, 43
6) 12, 52, 58
7) 14, 25, 52
8) 15, 33, 53
9) 22, 33, 49
10) 29, 36, 44
11) 30, 40, 46
12) 30, 37, 41
13) 31, 36, 51
14) 32, 56, 57
15) 39, 54, 59

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7/66

PROCEDURES IN DEALING WITH CHILDREN

(PDC)

The purpose of this scale is to assess the responses which children arouse in adults. Different children arouse different responses in various situations. Some of these responses are spontaneous and some are consciously applied techniques and procedures in dealing with the child.

The scale is divided into three sections. Section I (Milieu and Collateral Information) deals with the general aspects of the treatment center, family, and community, as they are experienced by the child. Section II (Dealing with Specific Behaviors) deals with situations which require some response to the child. Since the ways of dealing with any specific situation are so varied, you will be asked to make your ratings in terms of an arbitrary classification of techniques and procedures. Section III (Patterns or Sequences of Response to the Child's Behavior) deals with sequences and patterns of adult response. This section takes into consideration the fact that one changes in his response to a child, depending upon how the child has responded to earlier handling.

Unfortunately, it would take an untold number of days and hours to assess the fine differences in responses you make to a child in one situation or another. Therefore, you will find the items here to be highly general--in terms of the description of the situation, the child's behavior, and your response toward it. Thus, when you wish to convey subtle distinctions in your own approach to children, you will often find the items frustrating. In such cases, give the answer or rating which comes closest to being the way you think the child experiences that particular situation.

In some items you may note that the age of the child makes a difference in your response. In these cases, go ahead and complete the item in terms of what you observe. Later, the age of the child will be taken into consideration in the statistical analysis.

Answer all items completely. If certain items or parts of them do not apply, designate them as such (NA). In this way, the proctor will not have to return to you to get you to complete unfinished parts of the test. Ask the proctor for clarification of items whenever you like.

Children change, and you change your reactions to them. Therefore, fill out the scale with respect to your contact with the child during the last three weeks. Since you may not have experienced all the specific situations in this restricted period of time, please give your best judgment with regard to procedures which could have occurred with each child during the past three weeks and how you would have handled them.

Only the answer booklet will be kept as a record. Therefore, please make all your responses on it.

I. Milieu and Collateral Information

A. Describe this child on the following items in relation to children in the total group in which he interacts. Choose the answer that applies in each item and circle the letter of that choice in the answer book for each child. When arbitrary judgments and distinctions are necessary, force yourself to make a choice in terms of how you think the child probably experiences his situation.

1. This child:
   A. Is in a same-sexed group
   B. Is in a mixed-sexed group

2. This child:
   A. Is the same age (within one year) as most of the group
   B. Is older than most of the group
   C. Is younger than most of the group

3. This child:
   A. Is the same approximate intelligence as most of the group
   B. Is more intelligent than most of the group
   C. Is less intelligent than most of the group

4. This child:
   A. Is more withdrawn than the group
   B. Is about the same as the group
   C. Is less withdrawn than the group

5. This child:
   A. Is in a similar social class as most of the group
   B. Is in a lower social class than most of the group
   C. Is in a higher social class than most of the group

6. The size of this child's regular group is:
    - A. 1 to 4 children
    - B. 5 to 8 children
    - C. 9 or more children

7. This child is physically handicapped:
    - A. Yes (Specify the handicap in the answer book)
    - B. No

8. The present social environment of this child may be classified as:
    - A. Residential setting--treatment oriented
    - B. Residential setting--education oriented
    - C. Residential setting--recreation oriented (e.g., camp)
    - D. Day class in a public school
    - E. Day school for emotionally disturbed children
    - F. Hospital setting
    - G. Other

9. As compared with other children in this child's group I spend ________ time individually working with this child:
    - A. Less
    - B. About the same
    - C. More

10. How long do you usually ignore the inappropriate behavior of this child before some action is taken? Grented this depends on the particular situation, but check the one best estimate.
    - A. A few seconds
    - B. A few minutes
    - C. 15 - 30 minutes
    - D. 30 - 60 minutes
    - E. About a day
    - F. Longer than a day

11. When I get angry at this child, I usually stay angry at him:
    - A. A few seconds
    - B. A few minutes
    - C. An hour or so
    - D. About a week
    - E. More than a week

12. At this center what emphasis is placed on this child increasing his academic achievements?
    A. No emphasis
    B. Average emphasis
    C. Considerable emphasis

13. The length of time I have worked with this child is: (Enter number of months in answer book)

Circle Yes or No for each of the following:

14. There are a few things that this child typically does that need to be changed, either because they are socially unacceptable or because they bother me.

15. When this child behaves the same way on repeated occasions, I usually respond in a similar manner.

16. I find that other people at this center often treat this child differently than I do.

17. I find it hard to work with this child either because of his problem behavior or because of my emotional sensitivity to his actions.

18. This child appears to be one of the most disturbed children in my group.

19. This child tends to irritate me.

20. Do the parents now or have they ever received professional help, such as casework, therapy, or marital counseling?

Answer True or False:

21. In my opinion this child does not belong in this type of situation.

Mark those procedures which have been carried out or are being carried out in the child's treatment program.

Circle Yes or No for each item. If you do not know, mark DK by the child's number in the answer book.

22. Change of family structure (e.g., another family member permanently placed elsewhere while the child is at the center, or this child placed elsewhere after leaving the center. such as firm plans for foster home placement)

23. Change of school structure (e.g., different teacher or school) after child leaves the center (firmly planned)

24. Psychotherapy for child while at this center

25. Current public school services (e.g., child sees school psychologist or social worker)

26. Corrective or cosmetic medical treatment related to this child's emotional welfare (e.g., dental work such as braces)

27. Current ongoing involvement in activity with individuals or agencies in the home neighborhood or community

28. Work with the child's school by this center (e.g., liaison worker)

29. Treatment responsibility continued by an agency (e.g., mental health clinic) after child leaves the center (firmly planned)

30. Among the following choices, check in the answer book the three which you feel are stressed the most in the treatment for this child:

A. Cleanliness
B. Honesty
C. "Good" manners
D. Self-care and independence
E. Active pressure to behave "correctly" or adaptively
F. Display of affection by child
G. Appropriate sexual behavior
H. Obedience
I. Responsible behavior
J. Good work and study habits
K. Getting along with others
L. Academic skills
M. Religion

31. The total number of years I have worked with emotionally disturbed children in any center is: (Enter the number of years in answer book.)

The following items are to be completed by this child's therapist only. Record your answers in the answer book.

32. What is the nature of the therapy orientation?

A. Psychoanalytic
B. Behavior shaping and/or learning theory
C. Non-directive--permissive
D. Educational
E. None of the above

33. How much has the child changed since beginning therapy with him or her? Circle one for each child.

A. No change
B. Slight change
C. Moderate change
D. Substantial change
E. Very much change

B. For each child, choose the three most correct answers and their order of importance. Assign a 1 to the most important answer, etc. Answer for each child separately in the answer book.

1. I find myself paying attention to and most wanting to change the following behaviors in this child: (Choose only 1, 2, and 3 in order of importance)
    A. Aggressive or hyperactive behavior
    B. Social withdrawal and/or isolation
    C. Negative reactions or rebellion toward adults or children
    D. Irritable, sullen, or bad moods
    E. Unrealistic or bizarre comments
    F. Feelings of inadequacy; avoidance of failure and threat
    G. Poor sexual identification (masculine-feminine); preoccupation with body functions and parts
    H. Soiling, bedwetting, self-care skills
    I. Psychosomatic symptions (e.g., inability to hear although there is no known organic cause)
    J. Other

2. Rate (in order 1, 2, 3 only) how accurate you feel the following statements are in describing how this child is dealt with at this center.
    A. Generally rejected by adults and/or other children
    B. Task centered; unemotional approach to child
    C. Quiet, minimal interpersonal interaction with child
    D. Warm and accepting to child
    E. Intensely supportive interpersonal relationships with child
    F. Other

3. When punishing this child, I generally: (Choose only 1, 2, 3 in order of importance)
   A. Withdraw privileges
   B. Isolate
   C. Use physical restraint
   D. Show verbal disapproval and/or scold
   E. Use physical punishment (e.g., slap hand, spank)
   F. Withdraw affection or threaten withdrawal
   G. Give penalties (e.g., give an unpleasant task to do)
   H. Expose to group opinion; confrontation with group, i.e., allowing or using natural social consequences
   I. Show non-verbal disapproval (e.g., gesture, frown)
   J. Other

4. When rewarding this child, I generally: (Choose only 1, 2, 3 in order of importance)
   A. Give special privileges
   B. Physically show affection (e.g., pat head)
   C. Give verbal approval
   D. Reward (e.g., give a gold star)
   E. Verbally show affection
   F. Encourage group recognition and approval
   G. Use non-verbal approval (e.g., smile, nod)
   H. Other

5. I most often ignore (pay less attention to or do not respond to): (Choose only 1,2, 3 in order of importance)
   A. Aggressive behavior
   B. Acceptable independent behavior
   C. "Normal" interaction with peers
   D. Unacceptable peer interaction (e.g., ridicule, disruptive behavior)
   E. Sexual behavior (masturbation, investigation of body organs, "dirty" jokes and gestures)
   F. Quiet, seclusive behavior
   G. Swearing
   H. Hostile, defensive reactions to adults
   I. Other

6. When this child corrects his own behavior after I respond to it, I am more likely to do the following: (Choose only 1, 2, 3 in order of importance)
   - A. Ignore or leave him alone
   - B. Explain he should have done this originally
   - C. Give him verbal praise, positive comment, or other positive reinforcement
   - D. Warn him of the consequences if he does it again
   - E. Other

II. Dealing with Specific Behaviors

The purpose of this section is to describe what techniques you generally use in dealing with various behaviors of the children you are rating. Each item describes a possible behavior of the child and a number of different reactions which people could have toward the behavior. Considering one child at a time from those you are rating, your task is to arrange the listed adult reactions on a rating scale in terms of your frequency of use with this child.

At the beginning of this section in the answer book are a set of definitions of the techniques as they are classified here. Take these out so that you may use them from item to item in this section. Before you begin rating the items, read this set of definitions and the concept common to that class of reactions.

Even with these definitions, however, you will find you must make arbitrary judgments in order to answer all items. Since the situations examined here are so complex and so different from one time to the next, you must strive only for the best and most accurate estimate rather than specific correctness.

After you have familiarized yourself with the set of definitions and the concept for each class of reactions, complete the rating scales as follows.

First, read the item.

Second, locate the page in the answer book which corresponds to this item.

Third, place a mark on the first rating scale for each class of reactions you have used in the past three weeks with Child 1. Arrange these marks according to how frequently you use them as compared to other techniques you generally use with that child. Label your marks with the capital letter (A, B, etc.) designating clearly which technique is which. When you cannot differentiate the frequency of two or more techniques, or if you use combinations of techniques, you may have ties. However, make your marks clearly for all alternatives. Do not omit any. Write the alternatives you do not use in the blank provided. Specify in the space provided any other reactions or techniques you use. Should the child never manifest the behavior indicated, put an NA (not applicable) on his rating scale and drop down to the rating scale for the next child.

Fourth, follow the same procedure for each subsequent child you are rating. Since the rating scales for any one item are on the same page in the answer book, you have the opportunity to compare your reactions to the different children.

Fifth, begin the next item on the top of the next page in your answer book.

Note: If you are unable to locate a specific technique you use under one class of reactions, look under a different class of reactions. Feel free to ask the proctor to help you locate specific techniques.

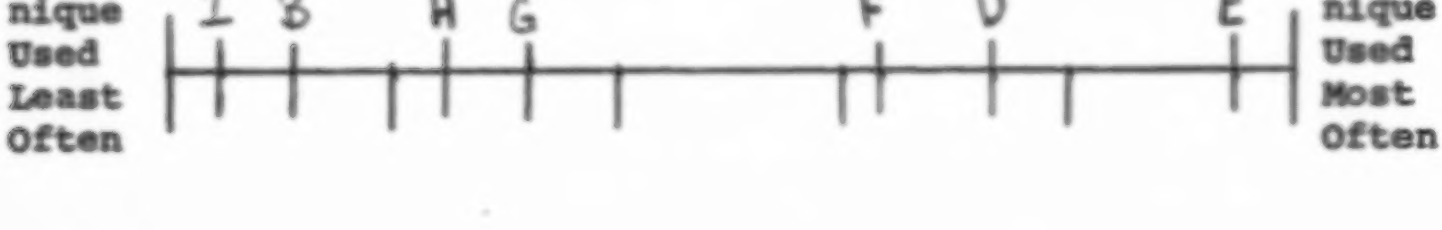
AN EXAMPLE

1. Rate the frequency of use of the following alternatives in reaction to stealing by the child.
   - A. *Positive response*: Any form of support, approval, or reward for any part of the act.
   - B. *Ignoring*: Intentional or unintentional ignoring of the behavior.
   - C. *Distraction*: Any form of distraction or the providing of alternative responses or activity.
   - D. *Verbal approach*: Any form of reasoning, interpretation, discussion, or goal-setting.
   - E. *Communication of disapproval*: Any form of disapproval, penalties, or restriction of later privileges, which does not lead to pain or physical discomfort.
   - F. *Immediate control*: Any form of immediate physical control which interrupts the child's behavior but does not purposefully produce added pain or physical discomfort.
   - G. *Punishment*: Any form of *physical* punishment leading in any way to pain or physical discomfort.
   - H. *Isolation, nonpunitive*: Removed from the group for purposes other than punishment, penalty, or restriction of privileges.
   - I. *Drugs*: Specific medication for the purpose of modifying the child's behavior.
   - J. *Other*: Any reaction clearly separate from any of the above categories.

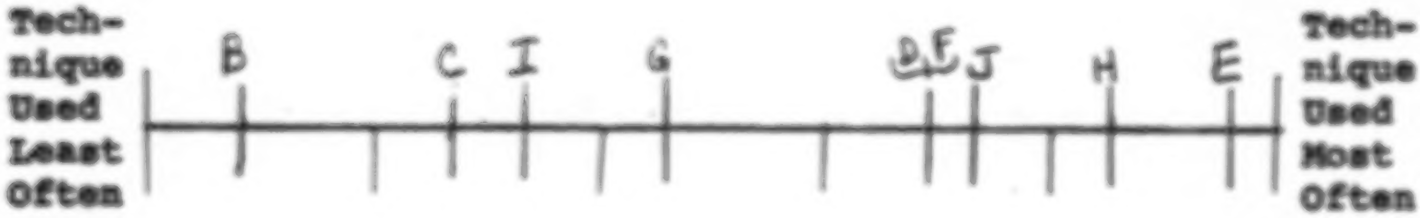
Answer Book

Child 1. Techniques not used: A, C

Other technique used: J. none



Child 2. Techniques not used: A
Other technique used: J. Return same behavior in kind


Technique Used Least Often
B
C
I
G
D,F
J
H
E
Technique Used Most Often

Child 3. Techniques not used:
Other technique used: J.

Technique Used Least Often
NA
Technique Used Most Often

Complete the following items:

1. Rate how frequently you utilize the following reactions to hostile-aggressive behavior (e.g., swearing, threats, name-calling, pushing, bullying, destroying personal property, sassiness, sullenness, not minding adults).
    - A. Positive response: Any form of support, approval, or reward for any part of the act.
    - B. Ignoring: Intentional or unintentional ignoring of the behavior.
    - C. Distraction: Any form of distraction or the providing of alternative responses or activity.
    - D. Verbal approach: Any form of reasoning, interpretation, discussion, or goal-setting.
    - E. Communication of disapproval: Any form of disapproval, penalties, or restriction of later privileges, which does not lead to pain or physical discomfort.
    - F. Immediate control: Any form of immediate physical control which interrupts the child's behavior but does not purposefully produce added pain or physical discomfort.
    - G. Punishment: Any form of physical punishment leading in any way to pain or physical discomfort.
    - H. Isolation, nonpunitive: Removed from the group for purposes other than punishment, penalty, or restriction of privileges.
    - I. Drugs: Specific medication for the purpose of modifying the child's behavior.
    - J. Other: Any reaction clearly separate from any of the above categories.

2. Rate how frequently you utilize the above reactions to withdrawn behavior (e.g., not entering into activity, seclusiveness).

   Rate A to J as listed above.

3. Rate how frequently you utilize the above reactions when encouraging this child to engage adaptively in activities and in interaction with peers.

   Rate A to J as listed above.

4. Rate how frequently you utilize the above reactions to the most frequent sexual behavior (e.g., masturbation, investigation of body organs, "dirty" jokes and gestures, homosexual behavior) of this child. (Specify the behavior in the answer book).

    Rate A to J as listed above.

5. Rate how frequently you utilize the above reactions to unwanted peer interaction but which is not intentionally aggressive, hostile, or destructive (e.g., disruption, noisily talking with peers, jumping up from chair, hyperactive behavior).

    Rate A to J as listed above.

6. From your observations, rate how other children respond to this child's deviant behavior.

    Rate A to J as listed above.

7. Rate how frequently your utilize the above reactions to acceptable, independent, adaptive behavior (e.g., carrying out designated behavior, responding when called upon, cooperative play with the child's group).

    Rate A to J as listed above.

8. Rate how frequently you utilize the above reactions to attention demands and recognition seeking (e.g., interrupting when you talk to another child, asks your evaluation of his work, seeks knowledge or reassurance as to whether or not he is liked).

    Rate A to J as listed above.

9. Rate how frequently you utilize the above reactions to spontaneous expression of affection such as hugging, kissing, or taking your hand.

    Rate A to J as listed above.

10. Rate how frequently you utilize the above reactions when the child has temper tantrums.

    Rate A to J as listed above.

11. Rate how frequently you utilize the above reactions when the child makes bizarre or unusual responses, such as talking to self, making up words, saying things that don't make sense, etc.

    Rate A to J as listed above.

12. Rate how frequently the above reactions are utilized by the personnel at this treatment center in response to undesirable or deviant behavior by this child. Be general in your ratings.

    Rate A to J as listed above.

13. Rate how frequently the above reactions are utilized by the personnel at this treatment center in response to desirable or "normal" behavior by this child. Be general in your ratings.

    Rate A to J as listed above.

III. Patterns or Sequences of Response to the Child's Behavior

The following items refer to the sequences or patterns of responses made to the child's behavior. In any given period, for instance, during one class period, the same behavior in a child may be responded to differently. The first time a child does something that is not considered socially acceptable, it may be ignored. The next time he does it, he may be verbally reprimanded and the next time, he may be removed from the room.

In another situation, a child may jump up from his seat and first, be physically led back to his chair, then, verbally reinforced for sitting in his seat.

These items are an attempt to get at such patterning of responses on the same child within the same hour at the present time.

In some cases, you may let the child complete an activity such as bullying his peers in order to enable the peers to naturally react to the child's behavior. Later, you may discuss the event with the child.

An example:

Rank the following techniques in sequence of use. Put NU (not used) before techniques not used in each sequence. For example:

1. Continued swearing during meal-time:

Child: Jimmy Jones

1 A. Ignoring
3 B. Removal from room
NU C. Verbal reprimand
2 D. Physical punishment

The technique used first is labelled "1", the technique used second is labelled "2", and so on.

One may score the use of two techniques simultaneously in the following manner:

1 A. Ignoring
NU B. Physical punishment
4 C. Use of reprimand
2 D. Responsibility for behavior and consequences put on the child
3 E. Reasoning with child
4 F. Use of verbal approval
6 G. Giving penalties

In the above example, there are two 4's. This is an example of ties in the order of response. In cases in which you cannot differentiate between the sequence of two or more techniques or in which the two techniques would be used simultaneously in combination, record the same number before these techniques and skip the next number in your ranking.

1. Put the following techniques in the order you would make them in responding to continued aggressive behavior by the child (e.g., slapping, verbal outbursts): (Mark NU for techniques not used in a sequence.)

   A. Toleration or ignoring
   B. Firmness (e.g., verbal reminder, physically lead child to designated activity) of limits
   C. Removal of child
   D. Manipulation of group feedback
   E. Isolation and exclusion of child
   F. Use of special medication
   G. Other

2. Continued withdrawn behavior by the child (seclusive, non-responsive): (Mark NU for techniques not used in a sequence.)

   A. Ignoring
   B. Discussion
   C. Punishment
   D. Promise of reward
   E. Removal
   F. Direct individual attention
   G. Use of positive humor (e.g., "kid the child out of it")
   H. Manipulation or encouragement of peer interaction
   I. Use of special medication
   J. Other

3. Continued hostile, defensive reactions by the child to an adult (e.g., sullenness, sassiness): (Mark NU for techniques not used in a sequence.)

   A. Ignoring
   B. Discussion
   C. Punishment
   D. Promise of reward
   E. Removal
   F. Direct individual attention
   G. Use of positive humor (e.g., "kid the child out of it")
   H. Manipulation or encouragement of peer interaction
   I. Use of special medication
   J. Other

4. Continued excessive sexual behavior by child (masturbation, investigation, etc.): (Mark NU for techniques not used in a sequence.)

   A. Ignoring
   B. Discussion
   C. Punishment
   D. Promise of reward
   E. Removal
   F. Direct individual attention
   G. Use of positive humor (e.g., "kid the child out of it")
   H. Manipulation or encouragement of peer interaction
   I. Use of special medication
   J. Other

5. Continued disruptive behavior by the child (e.g., shouting): (Mark NU for techniques not used in a sequence.)

   A. Ignoring
   B. Direct appeal (e.g., "Listen, you don't have to do that.")
   C. Restraint
   D. Punishment
   E. Distraction
   F. Reasoning
   G. Removal
   H. Putting responsibility for consequences on child
   I. Other

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Procedures in Dealing with Children

Answer Book

Rater: ______________________ Date: ______________________

Position: ______________________ Institution: ______________________

Children

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Procedures in Dealing with Children

Answer Book

I. A. Milieu and Collateral Information

1. Circle one choice for each child

Child 1. A - B
Child 2. A - B
Child 3. A - B
Child 4. A - B
Child 5. A - B

2. Circle one choice for each child

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

3. Circle one choice for each child

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

4. Circle one choice for each child

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

5. Circle one choice for each child

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

6. Circle one choice for each child

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

7. Circle one choice for each child

Child 1. Yes - No Specify handicap:________________
Child 2. Yes - No Specify handicap:________________
Child 3. Yes - No Specify handicap:________________
Child 4. Yes - No Specify handicap:________________
Child 5. Yes - No Specify handicap:________________

8. Circle one choice for each child

Child 1. A - B - C - D - E - F - G ________________
Child 2. A - B - C - D - E - F - G ________________
Child 3. A - B - C - D - E - F - G ________________
Child 4. A - B - C - D - E - F - G ________________
Child 5. A - B - C - D - E - F - G ________________

9. Circle one choice for each child

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

10. Circle one choice for child

Child 1. A - B - C - D - E - F
Child 2. A - B - C - D - E - F
Child 3. A - B - C - D - E - F
Child 4. A - B - C - D - E - F
Child 5. A - B - C - D - E - F

11. Circle your choice

Child 1. A - B - C - D - E
Child 2. A - B - C - D - E
Child 3. A - B - C - D - E
Child 4. A - B - C - D - E
Child 5. A - B - C - D - E

12. Circle your choice

Child 1. A - B - C
Child 2. A - B - C
Child 3. A - B - C
Child 4. A - B - C
Child 5. A - B - C

13. Fill in the number of months

Child 1. ____________months
Child 2. ____________months
Child 3. ____________months
Child 4. ____________months
Child 5. ____________months

14. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

15. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

16. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

17. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

18. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

19. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

20. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

21. Child 1. True - False
Child 2. True - False
Child 3. True - False
Child 4. True - False
Child 5. True - False

22. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

23. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

24. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

25. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

26. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

27. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

28. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

29. Child 1. Yes - No
Child 2. Yes - No
Child 3. Yes - No
Child 4. Yes - No
Child 5. Yes - No

30.

Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
______A	______A	______A	______A	______A
______B	______B	______B	______B	______B
______C	______C	______C	______C	______C
______D	______D	______D	______D	______D
______E	______E	______E	______E	______E
______F	______F	______F	______F	______F
______G	______G	______G	______G	______G
______H	______H	______H	______H	______H
______I	______I	______I	______I	______I
______J	______J	______J	______J	______J
______K	______K	______K	______K	______K
______L	______L	______L	______L	______L
______M	______M	______M	______M	______M

31. Fill in the number of years.
_________ years.

Therapist

32. Child 1. A - B - C - D - E
Child 2. A - B - C - D - E
Child 3. A - B - C - D - E
Child 4. A - B - C - D - E
Child 5. A - B - C - D - E

33. Child 1. A - B - C - D - E
Child 2. A - B - C - D - E
Child 3. A - B - C - D - E
Child 4. A - B - C - D - E
Child 5. A - B - C - D - E

I. B. Milieu and Collateral Information

1.	Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
	______A	______A	______A	______A	______A
	______B	______B	______B	______B	______B
	______C	______C	______C	______C	______C
	______D	______D	______D	______D	______D
	______E	______E	______E	______E	______E
	______F	______F	______F	______F	______F
	______G	______G	______G	______G	______G
	______H	______H	______H	______H	______H
	______I	______I	______I	______I	______I
	__________J	__________J	__________J	__________J	__________J

2.	Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
	______A	______A	______A	______A	______A
	______B	______B	______B	______B	______B
	______C	______C	______C	______C	______C
	______D	______D	______D	______D	______D
	______E	______E	______E	______E	______E
	__________F	__________F	__________F	__________F	__________F

3.	Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
	______A	______A	______A	______A	______A
	______B	______B	______B	______B	______B
	______C	______C	______C	______C	______C
	______D	______D	______D	______D	______D
	______E	______E	______E	______E	______E
	______F	______F	______F	______F	______F
	______G	______G	______G	______G	______G
	______H	______H	______H	______H	______H
	______I	______I	______I	______I	______I
	__________J	__________J	__________J	__________J	__________J

4.	Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
	______A	______A	______A	______A	______A
	______B	______B	______B	______B	______B
	______C	______C	______C	______C	______C
	______D	______D	______D	______D	______D
	______E	______E	______E	______E	______E
	______F	______F	______F	______F	______F
	______G	______G	______G	______G	______G
	__________H	__________H	__________H	__________H	__________H

5. Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
______A	______A	______A	______A	______A
______B	______B	______B	______B	______B
______C	______C	______C	______C	______C
______D	______D	______D	______D	______D
______E	______E	______E	______E	______E
______F	______F	______F	______F	______F
______G	______G	______G	______G	______G
______H	______H	______H	______H	______H
__________I	__________I	__________I	__________I	__________I

6. Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
______A	______A	______A	______A	______A
______B	______B	______B	______B	______B
______C	______C	______C	______C	______C
______D	______D	______D	______D	______D
__________E	__________E	__________E	__________E	__________E

II. Behavior Categories

Item: 1

Child 1. Techniques not used: _______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: _______________
Other technique used: J.______________________________

echnique
Jsed Least
often

Technique
Used Most
Often

Child 3. Techniques not used: _______________
Other technique used: J.______________________________

echnique
Jsed Least
often

Technique
Used Most
Often

Child 4. Techniques not used: _______________
Other technique used: J.______________________________

echnique
Used Least
often

Technique
Used Most
Often

Child 5. Techniques not used: _______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

II. Behavior Categories

Item: 2

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

chnique
ed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

chnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

II. Behavior Categories

Item: 3

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

chnique
ed Least
ten

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

echnique
Used Least
often

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

Item: 4

Child 1. Techniques not used: ____________
Other technique used: J.____________________________
Specify Behavior:______________________

hnique
d Least
en

Technique
Used Most
Often

Child 2. Techniques not used: ____________
Other technique used: J.____________________________
Specify Behavior:______________________

chnique
ed Least
ten

Technique
Used Most
Often

Child 3. Techniques not used: ____________
Other technique used: J.____________________________
Specify Behavior:______________________

chnique
ed Least
ten

Technique
Used Most
Often

Child 4. Techniques not used:____________
Other technique used: J.____________________________
Specify Behavior: ______________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 5. Techniques not used: ____________
Other techniques used: J.____________________________
Specify Behavior:______________________

echnique
sed Least
ften

Technique
Used Most
Often

II. Behavior Categories

Item: 5

Child 1. Techniques not used: ____________
Other technique used: J.____________

echnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ____________
Other technique used: J.____________

echnique
Jsed Least
often

Technique
Used Most
Often

Child 3. Techniques not used: ____________
Other technique used: J.____________

Technique
Used Least
Often

Technique
Used Most
Often

Child 4. Techniques not used: ____________
Other technique used: J.____________

Technique
Used Least
Often

Technique
Used Most
Often

Child 5. Techniques not used: ____________
Other technique used: J.____________

Technique
Used Least
Often

Technique
Used Most
Often

II. Behavior Categories

Item: 6

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

chnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

II. Behavior Categories

Item: 7

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

echnique
Used Least
Often

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

II. Behavior Categories

Item: 8

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

II. Behavior Categories

Item: 9

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

echnique
Used Least
ften

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

echnique
Used Least
ften

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

Technique
Used Least
Often

Technique
Used Most
Often

II. Behavior Categories

Item: 10

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

II. Behavior Categories

Item: 11

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

hnique
d Least
en

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

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Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

chnique
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Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

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ed Least
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Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

chnique
ed Least
ten

Technique
Used Most
Often

II. Behavior Categories

Item: 12

Child 1. **Techniques not used:** ______________
Other technique used: J.______________________________

hnique
d Least
en

Technique
Used Most
Often

Child 2. **Techniques not used:** ______________
Other technique used: J.______________________________

hnique
d Least
en

Technique
Used Most
Often

Child 3. **Techniques not used:** ______________
Other technique used: J.______________________________

chnique
ed Least
ten

Technique
Used Most
Often

Child 4. **Techniques not used:** ______________
Other technique used: J.______________________________

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ed Least
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Technique
Used Most
Often

Child 5. **Techniques not used:** ______________
Other technique used: J.______________________________

chnique
ed Least
ten

Technique
Used Most
Often

II. Behavior Categories

Item: 13

Child 1. Techniques not used: ______________
Other technique used: J.______________________________

chnique
ed Least
ten

Technique
Used Most
Often

Child 2. Techniques not used: ______________
Other technique used: J.______________________________

chnique
ed Least
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Technique
Used Most
Often

Child 3. Techniques not used: ______________
Other technique used: J.______________________________

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ed Least
ten

Technique
Used Most
Often

Child 4. Techniques not used: ______________
Other technique used: J.______________________________

chnique
sed Least
ften

Technique
Used Most
Often

Child 5. Techniques not used: ______________
Other technique used: J.______________________________

echnique
sed Least
ften

Technique
Used Most
Often

III. Patterns or Sequences of Response to Child's Behavior

1. Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
_______A	_______A	_______A	_______A	_______A
_______B	_______B	_______B	_______B	_______B
_______C	_______C	_______C	_______C	_______C
_______D	_______D	_______D	_______D	_______D
_______E	_______E	_______E	_______E	_______E
_______F	_______F	_______F	_______F	_______F
__________G	__________G	__________G	__________G	__________G

2. Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
_______A	_______A	_______A	_______A	_______A
_______B	_______B	_______B	_______B	_______B
_______C	_______C	_______C	_______C	_______C
_______D	_______D	_______D	_______D	_______D
_______E	_______E	_______E	_______E	_______E
_______F	_______F	_______F	_______F	_______F
_______G	_______G	_______G	_______G	_______G
_______H	_______H	_______H	_______H	_______H
_______I	_______I	_______I	_______I	_______I
__________J	__________J	__________J	__________J	__________J

3. Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
_______A	_______A	_______A	_______A	_______A
_______B	_______B	_______B	_______B	_______B
_______C	_______C	_______C	_______C	_______C
_______D	_______D	_______D	_______D	_______D
_______E	_______E	_______E	_______E	_______E
_______F	_______F	_______F	_______F	_______F
_______G	_______G	_______G	_______G	_______G
_______H	_______H	_______H	_______H	_______H
_______I	_______I	_______I	_______I	_______I
__________J	__________J	__________J	__________J	__________J

4.	Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
	______A	______A	______A	______A	______A
	______B	______B	______B	______B	______B
	______C	______C	______C	______C	______C
	______D	______D	______D	______D	______D
	______E	______E	______E	______E	______E
	______F	______F	______F	______F	______F
	______G	______G	______G	______G	______G
	______H	______H	______H	______H	______H
	______I	______I	______I	______I	______I
	__________J	__________J	__________J	__________J	__________J

5.	Child 1.	Child 2.	Child 3.	Child 4.	Child 5.
	______A	______A	______A	______A	______A
	______B	______B	______B	______B	______B
	______C	______C	______C	______C	______C
	______D	______D	______D	______D	______D
	______E	______E	______E	______E	______E
	______F	______F	______F	______F	______F
	______G	______G	______G	______G	______G
	______H	______H	______H	______H	______H
	__________I	__________I	__________I	__________I	__________I

DIVISION OF RESEARCH
DEPARTMENT OF PSYCHIATRY
VANDERBILT UNIVERSITY
c/o R. L CROMWELL

7/66

Alternate Choices for Section II

In order to acquire the specific distinction between techniques, please read the extended descriptions (3) below. Then, the brief descriptions (2) and terms (1) may be used as a convenient key for doing the ratings.

1. The terms for alternate choices:

   A. Positive response
   B. Ignoring
   C. Distraction
   D. Verbal approach
   E. Communication of disapproval
   F. Immediate control
   G. Punishment
   H. Isolation, nonpunitive
   I. Drugs
   J. Other

2. Brief descriptions for alternate choices.

A. Positive response: Any form of support, approval, or reward for any part of the act.

B. Ignoring: Intentional or unintentional ignoring of behavior.

C. Distraction: Any form of distraction or the providing of alternative responses or activity.

D. Verbal approach: Any form of reasoning, interpretation, discussion, or goal-setting.

E. Communication of disapproval: Any form of disapproval, penalties, or restriction of later privileges, which does not lead to pain or physical discomfort.

F. Immediate control: Any form of immediate physical control which interrupts the child's behavior but does not purposefully produce added pain or physical discomfort.

G. Punishment: Any form of physical punishment leading in any way to pain or physical discomfort.

H. Isolation, nonpunitive: Removed from the group for purposes other than punishment, penalty, or restriction of privileges.

I. Drugs: Specific medication for the prupose of modifying the child's behavior.

J. Other: Any reaction clearly separate from any of the above categories.

3. Extended descriptions of alternate choices:

A. Positive response: Any form of support, approval, or reward for any part of the act.

Concept common to this class of reactions: The child is given some form of positive reinforcement.

Examples:
- -Praise
- -Reassurance
- -Permissiveness
- -Sympathy
- -Recognition
- -Pleasant interaction
- -Affection
- -Gestures with positive intent
- -Humor which has pleasant impact on child
- -Promises
- -Rewards
- -Use of graded tasks to modify child's behavior through success experience
- -Use of a familiar and less threatening task or activity as a prelude to handling a more difficult one
- -Focus on the satisfaction of task completion
- -Special privileges
- -Reinforcing positive concept of self (A-D combination)
- -Success experiences, academic
- -Success experiences, nonacademic
- -Joining in the child's play or other activities
- -Encouraging freedom to fail or be afraid
- -Reinforce self-initiated or self-corrective behavior
- -Behavior shaping or other approach conditioning or learning

(examples continued on next page)

- Approval, support, or acceptance given by peers
- Being able to produce peer humor or support
- Being able to manipulate others (peer or adult) through his behavior
- Desensitization: reinforcement for staying with avoided activity or situation

B. Ignoring: Intentional or unintentional ignoring of behavior.

Concept common to this class of reactions: Whether or not the child knows you are conscious of his behavior, you do not respond to it.

Examples:
- Unplanned ignoring, i.e., no deliberate overt response is made
- Not responding to attention seeking
- Withholding response to aggression in order to allow him to gain initiative in his relation with peers
- Withholding response when other children respond negatively to him in order that child can develop a more realistic concept of self
- Using ignoring or nonreinforcement to extinguish sexual or other activity
- Communicating relative acceptance of child's activity (A-B combination)
- Use of ignoring to wean child from overdependence
- Temporary ignoring, e.g., delay in gratification in steps to build fustration tolerance

C. Distraction: Any form of distraction or the providing of alternative responses or activity.

Concept common to this class of reactions: The shifting of attention or introduction of different activity in order that the child's current behavior can be changed without being dealt with directly.

Examples:
- Arousing curiosity or interest in a new activity
- Associating a positive aspect to an avoided activity
- Focusing on "doing it together" when approaching an avoided activity
- "Watch me do it:" an example is set for the child to join in
- Regrouping partners
- Shifting activity
- Anticipating behavior of child and distracting it ahead of time
- Getting the child to verbalize what he is doing and why (C-D combination)
- Distracting through providing an attractive activity (ball to throw, paper to tear up)

D. Verbal approach: Any form of reasoning, interpretation, discussion, or goal-setting.

Concept common to this class of alternatives: The use of verbal communication by which the child is given and can learn labels for his own behavior, his own feelings and motivations, the reactions other people have toward him, the expectations and goals other people have for him, etc.

Examples:
- Group discussion and conflict solving
- Verbalizing reasons
- Verbalizing limits, rules, and expectations
- Verbalizing goals: "I want to see you do this next time"
- Telling child not to do something and why it is not acceptable (D-E combination)
- Defining relationship: "I'll never ask you to do anything you can't do"
- Group planning
- Secret group language or code
- Group rule-setting
- Requesting explanations for behavior
- Telling child he is responsible: "It's up to you ..."
- Ask child to change: "Please don't do that"
- Private conversations about whatever child wishes
- Private discussions about specific behavior

E. Communication of disapproval: Any form of disapproval, penalties, or restriction of later privileges, which does not lead to pain or physical discomfort.

Concept common to this class of alternatives: In contrast to the preceding alternatives, a negative response is made to the behavior, but the decision is left with the child with regard to continuing or correcting it. Disapproval, penalties, or restrictions would not interrupt the act and would not cause pain or physical discomfort intentionally.

Examples:
- Verbal disapproval
- An order to stop
- Gestures or placing hand on child to communicate disapproval
- Carrying out some penalty (staying out of game or doing chore) after child's misdeed is completed
- Sent to his room or an isolation room as penalty for what he has done
- Not allowed to participate with other children
- Threats to the child
- Verbal scolding
- Authoritative demand, "No!"
- Use of sarcasm or ridicule
- Pointed out as negative example to group
- Hold class overtime as penalty
- Given poor grade
- Rejection
- Use of shame and guilt
- Withholding affection as penalty
- performing a constructive activity to compensate for misdeed (D-E combination)

F. Immediate control: Any form of immediate physical control which interrupts the child's behavior but does not purposefully produce added pain or physical discomfort.

Concept common to this class of alternatives: The child has no choice or responsibility in the outcome of the situation. His behavior is controlled by some outside force, person, or circumstance, yet the reaction does not carry the intent of physical punishment, pain, or physical discomfort for the child.

Examples:
- Forced into seat
- Held back from fighting
- Picked up and carried to some activity or away from some activity
- Specialized clothing or space which would prevent an undesirable act

- Pulled away from dangerous place
- Placed in isolation specifically to interrupt undesirable behavior

G. Punishment: Any form of physical punishment which leads in any way to pain or physical discomfort.

Concept common to this class of alternatives: While other alternatives may be punishing or negatively reinforcing to a child, this category concerns the reactions where punishment is utilized on purpose to communicate to the child that his behavior is unacceptable or that he should change.

Examples:
- Spanking
- Other painful treatment, mild or severe
- Slap on a part of the body
- Allowing child to be attacked or physically tormented by others
- Isolated in a stimulus-deprived or uncomfortable situation
- Made to be too cold or hot for comfort (e.g., in shower or in snow)
- Restrained for purposes of discomfort
- Standing in corner or assuming some punishing position
- Frightening the child
- Made to perform some monotonous activity for purposes of discomfort

H. Isolation, nonpunitive: Removal from the group for purposes other than punishment, penalty, or restriction of privileges.

Concept common to this class of alternatives: Any form of isolation or removal which would represent disapproval, penalty, restriction of privileges, immediate control or interruption of activity, or punishment through the discomfort of isolation do not belong here. This category refers only to those cases where the child is emotionally upset or in some other state wherein he prefers to be by himself or where he willingly responds to another person's suggestion that solitude is in his best interests. Should the child resist or comply with unhappiness at the idea of being put by himself, then this reaction should be classified elsewhere.

Examples:
- Allowed to go to room to cry
- Willingly goes to an isolation room to finish temper tantrum
- Child is upset and wants to be alone, can choose when he wants to rejoin group
- Therapist allows child privacy to think or plan his activity
- Child is allowed privacy to carry out some bizarre, compulsive, or sexual activity as a step in learning to control it

I. Drugs: Specific medications for the purpose of modifying the child's behavior.

Concept common to this class of alternatives: Phenathiazines, antidepressants, sedatives, amphetamines, and other drugs which are intended to have some effect on the child's conduct and behavior are included here. Drugs for epilepsy or other seizures would not be included unless they are viewed to have an effect on the child's behavior other than the prevention of seizures. Aspirins, antibiotics, and medications for colds, viruses, allergy, etc., would not be included.

Examples:
- Tranquilizers of any kind
- Amphetamines (benzedrine or dexedrine) to control activity or increase attention span
- Sedatives to control overly aroused behavior

J. Other: Any reaction clearly separate from any of the above categories.

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Division of Research
Dept. of Psychiatry
School of Medicine
Vanderbilt University

Child History Code (Part A)

I. Basic Information

Child's name: ________________________ Date:___________

Institution: ______________________________

1. Chronological age (on admission):

________(yr.-Mo.) ________(mo.)

2. Sex (check):

____1. male
____2. female

3. Intelligence test score (individual test preferred):

____ name of test: ________________________________
_________date.

4. Race or ethnic group:

____1. Negro
____2. white
____3. other

5. Court referral:

____1. no
____2. yes

6. Present medication ________________________________

____0. stimulants
____1. depressants, tranquilizers, sedatives
____2. none

7. Dosage and frequency of medication ___________________

____1. heavy
____2. medium
____3. light

II. History of Emotional Difficulty

Check the child's history of previous treatment:

____0. none
____1. outpatient psychotherapy (mental health center, or private practice)
____2. special class instruction in the public schools or other day school
____4. residential school (such as Project Re-Ed)
____8. psychiatric hospital care (such as Vanderbilt Wills Center)

8. ________Sum the numbers which are checked and enter that total in this blank.

III. History of Separations

Has the child experienced and separations from significant primary relationship figures through death, desertation, divorce, change of jobs, or other circumstances? If events occurred before the birth of the child which probably have had a notable psychological effect on the child (e.g., death of older sibling), please check these also. Check as many as appropriate.

____32. mother
____16. father
____ 8. sibling(s)
____ 4. grandparent (is a primary relationship)
____ 2. parent surrogate (such as foster parent(s))
____ 1. psychologically close institutional employee
____ 0. no important separations

9. ________Sum the numbers which are checked and enter that total in this blank.

IV. Sibling structure

Include step-siblings and half-siblings in the following:

Does the subject have a twin? Check one.
____0. none
____1. same sex
____2. opposite sex

Younger silblings within 2½ years of age of child.
Check one:

____0. none
____3. younger brother(s)
____6. younger sister(s)
____9. both

Older siblings within 2½ years of age of child.
Check one:

____0. none
____12. older brother(s)
____24. older sister(s)
____36. both

Silblings more than 2½ years younger than subject.
Check one:
____ 0. none
____48. younger brother(s)
____96. younger sister(s)
____144. both

Siblings more than 2½ years older than subject.
Check one:
____ 0. none
____192. older brother(s)
____384. older sister(s)
____576. both

10. ________Add all the numbers check and enter that total in this blank.

V. Family Background

Deviant history. Check the following primary figures who have had a deviant personal history, such as divorce, jail sentence, mental hospitalization, major law suits. At the right state the nature of the deviancy.

_____16. mother________________________________ ____

_____ 8. father ________________________________ ____
________________________________ ____

_____ 4. sibling(s)______________________________ ____
______________________________ ____

_____ 2. grandparents, if primary ______________ ____
______________________________________ ____

_____ 1. parents surrogates______________________________
____

11. ________Sum the numbers which are checked and enter that total in this blank.

12. Child birth status:

_____1. conceived and born out of wedlock.
_____2. conceived out of wedlock, forced marriage.
_____3. conceived in wedlock, parents separated or divorced before birth.
_____4. conceived and born in wedlock.

13. Is there a religious conflict in the home?

____1. Yes
____2. No

VI. Sociometric Code

Describe group and date:

____ number of children choosing subject.
____ number of children rejecting subject.
____ number of children in group.

14. ______ Percentage accepting.

15. ______ Percentage rejecting.

16. ______ Percentage isolate.

The person(s) responsible for this child are:

_____1. Natural parents
_____2. Adoptive parents
_____3. Foster parents
_____4. Relatives
_____5. Other ___________________________.

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CHILD HISTORY CODE (PART B)

Basic Information

Child's name:______________________________ Date:________________

Institution:__________________________________

Child's History

1. At what age was this child first viewed as a problem:

   ______years.

2. At what age was this child first seen by any helping agency or person because of his problem behavior:

   ______years

3. Relationship with school teachers (check one).

   ______1. about average
   ______2. poor relationship with teachers after first grade
   ______3. poor relationship with kindergarten or first-grade teacher
   ______4. both of the preceding

4. Grades child has repeated (check wherever appropriate).

   ______0. none
   ______1. 4th grade or above
   ______2. third grade
   ______4. second grade
   ______8. first grade or kindergarten Which?________________
   ______16. child has failed same grade more than once. What grade?_______
   ______32. special class
   ______64. not in school

5. Record significant influential people in the child's life (usually those who have lived in the home). Check all the age ranges of the child at the time the person below was close to the child.

   Natural mother:
   ______16. 0-3 years of age
   ______8. 4-6 years of age
   ______4. 7-9 years of age
   ______2. 10-12 years of age
   ______1. >12 years of age
   ______0. no contact

Natural father:
________16. 0-3 years of age
________8. 4-6 years of age
________4. 7-9 years of age
________2. 10-12 years of age
________1. >12 years of age
________0. no contact

Older brother(s):
________16. 0-3 years of age
________8. 4-6 years of age
________4. 7-9 years of age
________2. 10-12 years of age
________1. >12 years of age
________0. no contact

Older sister(s):
________16. 0-3 years of age
________8. 4-6 years of age
________4. 7-9 years of age
________2. 10-12 years of age
________1. >12 years of age
________0. no contact

Younger brother(s):
________16. 0-3 years of age
________8. 4-6 years of age
________4. 7-9 years of age
________2. 10-12 years of age
________1. >12 years of age
________0. no contact

Younger sister(s):
________16. 0-3 years of age
________8. 4-6 years of age
________4. 7-9 years of age
________2. 10-12 years of age
________1. >12 years of age
________0. no contact

Other male(s) (not necessarily a relative):
________16. 0-3 years of age
________8. 4-6 years of age
________4. 7-9 years of age
________2. 10-12 years of age
________1. >12 years of age
________0. no contact

Other female(s) (not necessarily a relative):

_______16. 0-3 years of age
_______8. 4-6 years of age
_______4. 7-9 years of age
_______2. 10-12 years of age
_______1. >12 years of age
_______0. no contact

Family Background

6. Educational level of parents (check highest level attained):

Mother	Father		
______	______	1.	less than 7 years of school
______	______	2.	junior high school
______	______	3.	partial high school
______	______	4.	high school graduate
______	______	5.	business school training or equivalent
______	______	6.	partial college training
______	______	7.	standard college or university graduation
______	______	8.	graduate professional training
______	______	9.	completed a graduate professional degree (M.A., Ph.D., M.D., etc.)

7. Mother's working status during most of the child's development (check appropriate category):

_______1. home full-time (housewife)
_______2. employment inside home (part-time or part of the time)
_______3. employment outside home (part-time or part of the time)
_______4. full-time employment inside home
_______5. full-time employment outside home

8. Family income per annum (to the nearest thousand):
$____________

9. Your religion_______________________

10. Is religion an influence in your home life:
_______1. No
_______2. Yes